ITALIAN EXTENSION ................................................................................................................................................ 48
MATHEMATICS .......................................................................................................................................................... 49
  MATHEMATICS ADVANCED ........................................................................................................................................ 50
  MATHEMATICS STANDARD ......................................................................................................................................... 51
  MATHEMATICS EXTENSION 1 ....................................................................................................................................... 52
  MATHEMATICS EXTENSION 2 ....................................................................................................................................... 53
PDHPE ......................................................................................................................................................................... 54
  PDHPE .......................................................................................................................................................................... 55
SPORT, LIFESTYLE AND RECREATION STUDIES .................................................................................................... 56
SCIENCE ......................................................................................................................................................................... 57
  BIOLOGY ....................................................................................................................................................................... 58
  CHEMISTRY .................................................................................................................................................................... 59
  EARTH AND ENVIRONMENTAL SCIENCE .................................................................................................................. 60
  INVESTIGATING SCIENCE ......................................................................................................................................... 61
  MARINE STUDIES ......................................................................................................................................................... 62
  PHYSICS .......................................................................................................................................................................... 63
  SCIENCE EXTENSION .................................................................................................................................................... 64
TAS ................................................................................................................................................................................ 65
  COMMUNITY AND FAMILY STUDIES .......................................................................................................................... 66
  FOOD TECHNOLOGY .................................................................................................................................................... 67
  INDUSTRIAL TECHNOLOGY - GRAPHICS .................................................................................................................. 68
  INDUSTRIAL TECHNOLOGY - MULTIMEDIA ................................................................................................................ 69
  INDUSTRIAL TECHNOLOGY - TIMBER ........................................................................................................................ 70
  INFORMATION PROCESSES AND TECHNOLOGY .................................................................................................. 71
  TEXTILES AND DESIGN .............................................................................................................................................. 72
OTHER COURSES .......................................................................................................................................................... 73
  LIFE SKILLS .................................................................................................................................................................... 74
  EARLY CHILDHOOD EDUCATION AND CARE ........................................................................................................... 75
  ENTERTAINMENT .......................................................................................................................................................... 76
  HOSPITALITY – KITCHEN OPERATIONS ................................................................................................................... 77
  METAL AND ENGINEERING ...................................................................................................................................... 78
  ALTERNATIVE PATHWAYS PROGRAM (APP) ............................................................................................................ 79
  TAFE DELIVERED TVET COURSES ........................................................................................................................... 80
PROPOSED COURSE COSTS FOR 2020 ....................................................................................................................... 81
Dear Year Ten Students,

The next few months are a significant period of time for you, your parents and the College community. Important decisions need to be made; decisions that will impact directly on your immediate future as well as on your career and work options after school. Like all good decisions these need to be made deliberately and carefully, and based on accurate information and sound judgement.

The key issue to consider is what is best for you at this stage of your educational journey. You need to consider a range of questions. Do I aspire to University study, or am I hoping to move into employment immediately after I finish school? What are other training options? In what HSC Courses do I have the best chance of excelling? What has my experience of Years 7 to 10 told me about my approaches to schooling and my capacity for serious senior study? All these questions need to be confronted honestly and openly, and their answers will help shape your decision.

From the College’s point of view there are other issues to be considered as well – issues about the character of students we believe are suited to Years 11 and 12 study at Trinity. One thing is certain: greater responsibility will be expected, even demanded. Students who do best at this stage of schooling, in an environment such as Trinity, are those who can exercise independence and initiative in their studies and who can freely align their behaviour with the values and standards of the school. Actions and attitudes that contribute to strengthening the College community are also the means by which students can build their own character and enhance their own education and development. The patterns of conduct that we experience, and often take for granted in younger students, are not what are expected from Years 11 and 12 students.

We do not expect perfection, but we do expect:

- A genuine effort to study well and to the best of your ability;
- A positive contribution to the school community, including participating in the Religious life of the College as well as demonstrating leadership to younger students in following the College’s stated policies and procedures.

This booklet brings together important information that you will need to be familiar with in order to make good decisions about next year. Read it carefully. Ask questions of the staff here. Ensure your information is accurate. We will do what we can to provide you with guidance and assistance.

I wish you all the best in your deliberations.

Brother John Hilet, fms
Trinity Catholic College

Expectations of students applying to continue to Year 11 2020 (Year 12 2021)

We welcome you to Year 11. This transition from Year 10 to Year 11 marks the beginning of an important two-year academic challenge for you and it also marks that stage in life where you are growing up, learning in a different way, dealing with more abstract and technical concepts and maturing in your relationships. You will find that you have to take more responsibility for the way you participate, your choices will be more varied and consequently your decisions will be more subject to scrutiny.

The College has an excellent record at helping and supporting students at this level. There are a wide range of activities including academic, sporting, cultural and religious which help to keep you connected with your studies, with your friends, with your families and with your God. There are also some clear expectations that the College has for its more senior students.

We find that those students who enter whole-heartedly into the full programme offered by the College actually enjoy these last two years, are motivated in their classes and complete the two years, contented that they have done their best in meeting their challenges.

You are already aware that your planner outlines responsibilities and expectations for all students, but here are a few important reminders for both you as a senior student, and your parents, to help guide you in making your decision to apply to continue their education at Trinity Catholic College for years 11 and 12.

1. Trinity Catholic College is a Catholic school community. Students choosing to attend the College are therefore expected to:
   a. participate fully in SOR / RE classes, as well as attend the various liturgies, Masses and Retreat days organised during the year.
   b. develop their knowledge and appreciation of their faith and show a commitment to the practice of their faith and;
   c. make a positive contribution to the life of the school community.

2. Senior students are expected to show a serious commitment to their studies and take personal responsibility in ensuring that assignments and assessment tasks are completed within the set time frame. Your progress in this area will be monitored.

3. Parents and staff are ready to help you to find a balance between school work, part-time work, social events and sporting activities. Given your various activities during the week and weekend, you really need to organise yourself to find the time to attend to your homework and assignments after school, during the weekend and during holiday time. Ideally, students are expected to spend an average of additional 2 - 3 hours per day on homework and study.

4. Senior students are expected to model high standards of conduct and behaviour both at school and when travelling. In both “Word and Deed” students assume responsibility for their actions and mirror Christian values.
5. Good communication between the home and school is essential to support students in their senior schooling. Whilst respecting your privacy, the College needs to know how it can be of help in any personal and family difficulty.

6. It is in the best interest of each student that parents / carers and students attend parent-teacher interviews when these are arranged.

7. Students of this age often find it more difficult to be on time and it is important for parents to work with their son or daughter to help them to be punctual and to attend school on all the days the school is open for instruction.

8. Regular attendance at school and all classes is required not only by the College, but also by NESA. When a student has a legitimate reason for being absent for a whole or part day parents / carers are asked to inform the College. Students are not to leave the College during the course of the day without permission and signing out at either site office.

9. In the case of planned absences parents / carers are asked to make a request to the Principal in writing well beforehand. Requests for early leave at the end of the Term are discouraged, due to the detrimental effect they can have on a student’s learning.

10. Students are expected to be actively involved in athletics and swimming carnivals as well as other school activities. Such activities are important community activities and also provide many leadership opportunities for the students.

11. The College has a clearly enunciated uniform, presentation and grooming code. Senior students must take personal responsibility for wearing the uniform as designated and keeping their presentation and grooming up to standard. Students need to know that staff and parents / carers are expected to be vigilant about the wearing of the uniform.

Year 11 is a challenging year with opportunities for students to take on new leadership roles and to contribute in many ways to the Trinity Catholic College and wider communities. We ask that parents / carers work with us as we offer our support and encouragement to the students as they meet these new challenges and develop habits for lifelong learning.

Please read and sign this acceptance and return it by Wednesday 7th August to the Office of Student Learning to confirm that you require a Year 10 into Year 11 subject selection interview.

ACCEPTANCE

We have read the above expectations of students continuing to Year 11. We have discussed the expectations and acknowledge our support for our child continuing their education at Trinity Catholic College.

Student’s name: ................................................................. Surname  (Block letters)  First name

To the student: Please also complete the attached Statement of Commitment for enrolment in Year 11.

Signature of student: ............................................................... Date ..........................................................

Signature of Parent(s) / Carer: .................................................. Date: .....................................................
Statement of Commitment to senior studies and community at Trinity Catholic College Lismore

In order to help you reflect on your responsibilities as you assume the status of a “Senior Student”, there are some questions which you will need to answer.

You are to retain this section of the form and it will be discussed with you and collected by your Head of House.

I wish to continue my education in Years 11 and 12 at Trinity Catholic College for the following reasons:

My commitment to my studies will be demonstrated by:

I will demonstrate leadership / responsibility at Trinity Catholic College Lismore and in my House by:

I will contribute to the Trinity Catholic College Lismore community by:

I will support the religious dimension of the College by:

I ask for support from the College to assist me achieve my goals by / in the following ways:

Student Name: .................................................. Signature: .................................................. Date.................................

HOH Name: .......................................................... Signature: .................................................. Date.................................
Introduction

This Subject Selection Handbook is to assist Year 10 students in their selection of subjects for Year 11 2020.

It is important for students to take the time to read this Subject Selection Handbook carefully and talk to, and listen to parents, Leaders of Learning, class teachers and senior students as they come to a better understanding of the different courses being offered at Trinity Catholic College.

Over the next few weeks students will have many opportunities to talk to their families and other members of the College community in order to make informed decisions about which courses to choose for next year.

The only two courses that are compulsory in the senior years at Trinity Catholic College are:

• English and
• Religion

Consistent with current educational thinking, the selection of courses should be based on courses that students are:

• interested in,
• good at,
• challenged in, and
• relevant to future career choices.

Some useful web links that may help students are:

HSC Syllabus – NSW Education Standards Authority (NESA)

http://syllabus.nesa.nsw.edu.au

About the ATAR - Universities Admission Centre (UAC)


Careers and link to courses

http://www.myfuture.edu.au/


If students or parents have any questions please do not hesitate to contact the Office of Student Learning.
Important Considerations

In offering subject choices for Year 11 and Year 12 students the College considers first and foremost how this will reflect its underlying philosophy and then how the subjects can be managed using the resources, both human and material, that are available.

- There are six 2-unit lines and the expectation of the College is that students choose 12 units for Year 11.
- The lines, that form the basis of the senior timetable, are created based on student choices.
- Not all courses offered may run. The College will make a judgement, on which courses will run based on course numbers, available resources and the nature of those courses.
- The anticipated pattern of study at Trinity Catholic College for Year 11 is 12 units. Under exceptional circumstances, 13 units may be considered.
- Extension courses may be timetabled outside the normal school hours. TAFE, VET and Extension courses may require flexible timetable arrangements and therefore may not run between the school hours of 8.45am and 3.22pm.
- It is expected that students will stay with their courses until the end of Term Three of Year 11. If changes can be made they are to be done through the Director of Curriculum and in the first three weeks of Term One.
- All TAFE courses will attract a fee. The cost of the TVET courses must be paid by Monday 2nd December 2019. There are no school fee discounts for students studying at TAFE.
- Requirements for the award of the Higher School Certificate:

  Students must study a minimum of 12 units in the Year 11 course and a minimum of ten units in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:
  - a minimum six units from Board Developed Courses including at least two units of a Board Developed Course in English
  - a minimum three courses of two units
  - a minimum four subjects
  - a maximum seven units of courses in Science can contribute to HSC eligibility.
  - students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course. They must have sat for and made a serious attempt at the required HSC examinations.

- Students considering an ATAR for University entry requirements should remember that to be eligible for an ATAR they must have:
  - a minimum ten units of Board Developed Courses including a minimum two units of English
  - a minimum three courses of two units (Board Developed Course)
  - a minimum four subjects (eight units) of Category A course must be satisfactorily completed.

Disclaimer
Year 11 is often referred to as Preliminary
Year 12 is often referred to as HSC
These terms are interchangeable
<table>
<thead>
<tr>
<th>Courses listed Alphabetically</th>
<th>Unit Value</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Business Studies</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Dance</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>English Advanced</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>English Extension I</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>English Extension II</td>
<td>1</td>
<td>✗</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>English Standard</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>English Studies</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>B</td>
</tr>
<tr>
<td>Entertainment (VET Framework)</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>B</td>
</tr>
<tr>
<td>Food Technology</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>French Beginners</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>French Continuers</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>French Extension</td>
<td>1</td>
<td>✗</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>History Extension</td>
<td>1</td>
<td>✗</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Hospitality - Kitchen Operations (VET Framework)</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>B</td>
</tr>
<tr>
<td>Information Processes &amp; Technology</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Investigating Science</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>IT - Graphics</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>IT - Multimedia</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>IT - Timber</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Italian Beginners</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Italian Continuers</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Italian Extension</td>
<td>1</td>
<td>✗</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Courses listed Alphabetically</td>
<td>Unit Value</td>
<td>Year 11</td>
<td>Year 12</td>
<td>Category</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>------------</td>
<td>---------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Mathematics Advanced</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Mathematics Extension I</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Mathematics Extension II</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Mathematics Standard II</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Mathematics Standard I</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>B</td>
</tr>
<tr>
<td>Metals &amp; Engineering (VET Framework)</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>B</td>
</tr>
<tr>
<td>Modern History</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Music I</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>PDHPE</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Science Extension</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Society &amp; Culture</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>A</td>
</tr>
<tr>
<td>Catholic Studies</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education &amp; Care (VET Framework)</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Marine Studies</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Photography Digital</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Sport, Lifestyle &amp; Recreational Studies</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Work Studies</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**HSC Criteria**
Both the Year 11 and Year 12 pattern of study must include:
- 2 units of compulsory English.
- At least 6 units of Board Developed Courses.
- At least 3 courses of 2 units value or greater.
- At least 4 subjects (including English).
- A maximum of 6 units of Science may be included in the Year 11 pattern of study; maximum of 7 units of Science may be included in the Year 12 pattern of study.

**ATAR Criteria**
The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:
- 8 units from Category A courses
- 2 units of English
- 3 Board Developed courses of 2 units or greater
- 4 subjects
Timeline

**Thursday 9th May**

**Principal and Director of Curriculum Meeting with Year 10**
Venue: SMS Hall
Duration: Tutor Group & Meditation
Presenters: Principal; Assistant Principal Learning & Teaching; Director of Curriculum & Leader of Learning – APP
Audience: Year 10 students

**Wednesday 15th May**

**Lesson Time – CAFE Studies**
Venue: SMS Hall during CAFE Studies
Duration: P1 & P2
Presenters: Leaders of Learning CAPA & VET
Audience: Year 10 students

**Thursday 23rd May**

**Lesson Time – Science – Line A - Period 1; Line B - Period 2**
Venue: Champagnat Theatre
Presenters: Leader of Learning – Science and Science Class Teachers
Audience: Year 10 students

**Friday 31st May**

**Lesson Time – Mathematics – Line A - Period 5; Line B - Period 2**
Presenters: Mathematics Class Teachers
Audience: Year 10 students

**Thursday 6th June**

**Tutor Group & Meditation**
Venue: SMS Hall
Duration: Tutor Group & Meditation
Presenters: Director of Curriculum; Leader of Learning – TAS
Audience: Year 10 students

**Wednesday 12th June**

**Lesson Time – CAFE Studies**
Venue: SMS Hall during CAFE Studies
Duration: P1 & P2
Presenters: Leaders of Learning HSIE; RE & APP
Audience: Year 10 students

**Thursday 20th June**

**Tutor Group & Meditation**
Venue: SMS Hall
Presenters: Leader of Learning - LOTE
Audience: Year 10 students

**Lesson Time – English – Line A – Period 3; Line B – Period 5**
Presenters: English Class Teachers
Audience: Year 10 students
Monday 1st July
Lesson Time – PDHPE – Line A - Period 3; Line B – Period 2
Presenters: PDHPE Class Teachers
Audience: Year 10 students

Week 1 / 2 Term 3
Peer discussion Year 12 with Year 10 on Senior School
Outline: Explanation of Courses offered from a student perspective
Venue: In Tutor time in small groups within each house group
Presenters: Year 12
Audience: Year 10 students

Wednesday 24th July
Q & A Panel on Subject Selection
Venue: Champagnat Theatre during CAF Studies
Duration: P1 & 2
Presenters: Assistant Principal – Learning & Teaching; Director of Curriculum; Leaders of Learning – APP Program & Alternative Education Pathways
Audience: Year 10 students

Tuesday 30th July
Subject Selection Evening
Outline: Presentation on HSC requirements and Displays of HSC subjects
Venue: TSC
Duration: 6:45pm to 8pm
Presenter: Principal, Director of Curriculum
Audience: Year 10 students and their parents

Wednesday 31st July
On-line Subject Selections Open

Tuesday 6th August – 6.00pm
On-line Subject Selections Close

Friday 9th August
Year 10 into 11 Re-Enrolment Interviews – compulsory
Venue: SJS Library
Duration: 20 minutes by appointment
Interviewers: Principal, Director of Curriculum, Director of Pedagogy, Leaders of Learning, Heads of House

Week 5 – 7 Term 3
Discussions with students who have selected subjects which we have concerns about
Discussions with Heads of House regarding expectations of the senior school

Week 10 Term 3
Lines formed and clashes resolved
## Faculties and Subjects Overview

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>LEADER OF LEARNING</th>
<th>SUBJECTS OFFERED</th>
</tr>
</thead>
</table>
| English                     | Mrs Schober        | English Studies
                                        English Standard
                                        English Advanced
                                        English Extension I
                                        English Extension II                                                |
| Religion                    | Mr Gahan           | Studies of Religion I
                                        Studies of Religion II
                                        Catholic Studies                                              |
| Creative and Performing Arts| Mrs Rarity         | Dance
                                        Drama
                                        Music 1
                                        Photography, Digital Imaging
                                        Visual Arts                                                 |
| HSIE                        | Mrs Rose           | Ancient History
                                        Business Studies
                                        Economics
                                        Geography
                                        History Extension I
                                        Legal Studies
                                        Modern History
                                        Society and Culture
                                        Work Studies                                                  |
| Languages                   | Mrs Grace          | French Beginners
                                        French Continuers
                                        French Extension
                                        Italian Beginners
                                        Italian Continuers
                                        Italian Extension                                           |
| Mathematics                 | Mrs Benfield       | Standard Mathematics
                                        Advanced Mathematics
                                        Mathematics Extension I
                                        Mathematics Extension II                                    |
| PDHPE                       | Mr Davies          | PDHPE
                                        Sport, Lifestyle and Recreation Studies                                |
| Science                     | Mrs Martineau      | Biology
                                        Chemistry
                                        Earth and Environmental Science
                                        Investigating Science
                                        Marine Studies
                                        Physics
                                        Science Extension                                            |
| TAS                         | Mrs Spark          | Community and Family Studies
                                        Food Technology
                                        Industrial Technology (Graphics, Multimedia, Timber)
                                        Information Processes and Technology
                                        Textiles and Design                                           |
<table>
<thead>
<tr>
<th>Subject Selection Handbook Trinity Catholic College Lismore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Support</td>
</tr>
<tr>
<td>Mrs Ivers</td>
</tr>
<tr>
<td>Life Skills <em>(by invitation only)</em></td>
</tr>
<tr>
<td>TAFE, Distance Education and VET</td>
</tr>
<tr>
<td>Mr Clarke</td>
</tr>
<tr>
<td>Early Childhood Education and Care Entertainment</td>
</tr>
<tr>
<td>Hospitality</td>
</tr>
<tr>
<td>Metals and Engineering</td>
</tr>
<tr>
<td>Alternative Pathways Program (APP)</td>
</tr>
<tr>
<td>Ms Pauline Leeson</td>
</tr>
<tr>
<td>Alternative Pathways Program pattern of study</td>
</tr>
</tbody>
</table>
ENGLISH

English Advanced
English Extension 1
English Extension 2
English Standard
English Studies

Mrs Schober
Leader of Learning
# ENGLISH ADVANCED

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Year 11 and Year 12</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Category A</td>
<td>Yes</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

## Course Outline
English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

### Other Relevant Curriculum Information:
Across Stage 6 the selection of texts must give students experience of the following:

- 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

## Course Content

### Year 11
The course has three modules:

- **Common Module: Reading to Write** 40 hours
- **Module A: Narratives that Shape our World** 40 hours
- **Module B: Critical Study of Literature** 40 hours

There are no prescribed texts for Year 11. Students must study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.

### Year 12
The course has four modules:

- **Common Module: Texts and Human Experiences** 30 hours
- **Module A: Textual Conversations** 30 hours
- **Module B: Critical Study of Literature** 30 hours
- **Module C: The Craft of Writing** 30 hours

Optional: This module may be studied concurrently with the common module and/or Modules A and B.

Students are required to closely study **four prescribed texts**, one drawn from each of the following categories:

- Shakespearean Drama
- Prose fiction
- Poetry OR drama

The remaining text may be film, media or nonfiction text or may be selected from one of the categories above. The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course. Students must study ONE related texts in the common module: **Texts and Human Experiences**

## HSC Assessment

### External Assessment

A written examination paper consisting of:

- **Paper 1** (90 mins + 10 mins reading) - Common Module  
  **Weighting:** 40%
- **Paper 2** (two hours + 5 mins reading) - Module A  
  **Weighting:** 60%
- Module B
- Module C

## Special Requirements/Equipment

**What I need for this course**

None

## Recommendations

**Who should do this course**

Students should be receiving an A or B in English

## Exclusions

**What you cannot do with this course**

English Standard, English Studies

## Career Options

**How will this subject help me in the future**

This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.

Career options include: Lawyer, psychologist, teacher, journalist, advertising executive, speech and hearing specialist, business manager, researcher, counsellor, editor.
Course Outline
English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualism and seek the opportunity to work in increasingly independent ways.

In Year 12 English Extension Course I, students explore ideas of value and consider how cultural values and systems of evaluation arise.

Other Relevant Curriculum Information:
Through responding to and composing a wide range of complex texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:
- articulate understanding through speaking, listening, reading, writing, viewing and representing
- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts
- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values
- express understanding of how cultural, historical and social contexts are represented in critical and creative texts
- reflect on and evaluate their own processes of learning and creativity

Course Content

Year 11
The course has two sections:
- Module: Texts, Culture and Value 40 hours
- Related Research Project 20 hours
This project may be undertaken concurrently with the module

Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures.

Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

HSC Assessment
External Assessment
A two hour written examination + 10 mins reading

Weighting 50%

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are doing Advanced English, are achieving an A or High B in Year 10 English and have a deep interest in literature or media

Exclusions
What you cannot do with this course
English Standard, English Studies

This course is often chosen with
Ancient History, Modern History, History Extension, Legal Studies

Career Options
How will this subject help me in the future
This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.
Career options include: Lawyer, journalist, film and television producer, politician, advertising executive, writer, editor, diplomat, foreign affairs officer, teacher, psychologist
ENGLISH EXTENSION 2

1 unit
Year 12 Only

Board Developed Course
Category A

ATAR
Yes

Hours Studied
60 per year

Course Outline
The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

In Year 12 English Extension Course II, students develop a sustained composition, and document their reflection on this process.

Other Relevant Curriculum Information:
For the Year 12 English Extension 2 course students are required to:
● be undertaking study of the Year 12 English Extension 1 course
● complete 60 indicative hours
● complete a Major Work and Reflection Statement
● document coursework in a Major Work Journal.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

Course Content
Year 12 Only
The course has four components: 60 hours
• The Composition Process
• Major Work
• Reflection Statement
• The Major Work Journal

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

HSC Assessment
External Assessment
Submission of Major Work 40 marks
Including a reflection statement 10 marks 50%

Special Requirements/Equipment
What I need for this course
Must be studying English Advanced and English Extension 1

Recommendations
Who should do this course
Students who are studying Extension I and wish to complete a major work in a particular area of interest

Exclusions
What you cannot do with this course
English Standard, English Studies

This course is often chosen with
Ancient History, Modern History, History Extension, Legal Studies

Career Options
How will this subject help me in the future
This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.

Career options include: Lawyer, journalist, film and television producer, politician, advertising executive, writer, editor, diplomat, foreign affairs officer, teacher, psychologist.
Course Outline

**English Standard** is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

In the Year 12 English (Standard) Course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

**Other Relevant Curriculum Information:**
- Students engage with quality literature from the past and contemporary texts from Australia and other cultures
- Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives
- Provides breadth and variety of English texts to become confident and effective communicators
- Students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding

**Course Content**

**Year 11**
The course has three modules:
- Common Module: Reading to Write: Transition to Senior English 40 hours
- Module A: Contemporary Possibilities 40 hours
- Module B: Close Study of Literature 40 hours

There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film). Students are required to study 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. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.

**Year 12**
The course has four modules:
- Common Module: Texts and Human Experiences 30 hours
- Module A: Language, Identity and Culture 30 hours
- Module B: Close Study of Literature 30 hours
- Module C: The Craft of Writing 30 hours

Optional: This module may be studied concurrently with the common module and / or Modules A and B.

Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:
- Prose fiction;
- Poetry OR drama;
- Film OR media OR nonfiction

The selection of texts for Module C: The Craft of Writing, does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related texts in the Common module: Texts and Human Experiences.

**HSC Assessment**

**External Assessment**
- A written examination paper consisting of:
  - Paper 1 (90 mins + 10 mins reading) Area of Study (common course content) 40%
  - Paper 2 (two hours + 5 mins reading)
    - Module A
    - Module B
    - Module C 60%

**Career Options**

This course prepares students for further study in communication, media and literature related courses at university and other tertiary institutions.

Career options include: Advertising executive, human resources officer, teacher, child care worker, marketing officer, clerk, real estate agent, nurse.

**Recommendations**

Students who are achieving a C or above or a High D in English

**Exclusions**

English Advanced, English Studies

Special Requirements/Equipment

**What I need for this course**

None

**This course is often chosen with**

All students are required to undertake an English course
Course Outline

**English Studies** is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, education and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

**Mandatory Modules**

**Year 11:**
- Achieving through English: English in education, work and community

**Year 12:**
- Common module: Texts and Human Experiences – 2½ hour Exam + 10 mins reading

**Other Relevant Curriculum Information:**

**NB:** Students may elect to sit the external examination for the mandatory module, ‘Texts and Human Experience’, and be eligible for an ATAR

---

**Course Content**

**Year 11**

- There is a mandatory module:
  - Achieving through English: English in education, work and community
- and an additional 2 – 4 modules to be studied

**Year 12**

- There is a mandatory common module:
  - Texts and Human Experiences
- and an additional 2 – 4 modules to be studied

In Year 12 students will also be required to:

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

In both **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)

**Across Stage 6** the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- 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, popular and youth cultures
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

---

**Special Requirements/Equipment**

**What I need for this course**

**None**

**Recommendations**

**Who should do this course**

Students who receive a D or E in English

**Exclusions**

**What you cannot do with this course**

Any other English course

**This course is often chosen with**

All students are required to undertake an English course.

**Career Options**

**How will this subject help me in the future**

This course assists students with practical work and trade related jobs.
RELIGION

Catholic Studies
Studies of Religion I
Studies of Religion II

Mr Gahan
Assistant Principal Religious Education / Mission
CATHOLIC STUDIES

1 unit
Year 11 and Year 12
Board Endorsed Course
ATAR
No
Hours Studied
60 per year

Course Outline
Catholic Studies is a 1 Unit Course approved by the NSW Education Standards Authority and is studied over Years 11 and 12. The course offers a coherent and systematic study of the Church and its relationship with other traditions.

Other Relevant Curriculum Information:
The course aims to provide the opportunity for students to:
- Develop in their understanding of faith, history and tradition, life and mission of the Catholic Church
- Develop in their understanding and appreciation of the religious experience of other religious faiths and spiritual traditions
- Critically reflect upon personal beliefs, values and commitments in light of revelation in the Scriptures and tradition, the mission of the Catholic Church and an analysis of Australian society and culture.

This is a non-ATAR course.

Course Content
Year 11
- Search for meaning
- Christology – Jesus the Christ
- Biblical Studies
- Understanding Catholicism

Year 12
- Peace and Justice Studies
- Contemporary moral issues
- Religion and Science
- Catholic philosophy

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who wish to continue their studies in Catholicism

Exclusions
What you cannot do with this course
Studies of Religion I or Studies of Religion II

This course is often chosen with
English Studies, Work Studies, VET.

Career Options
How will this subject help me in the future
This course prepares students for further TAFE studies or work
Career options include: Social work, Youth ministry, TAFE studies
STUDIES OF RELIGION I

1 unit
Year 11 and Year 12
Board Developed Course
Category A
ATAR
Yes
Hours Studied
60 per year

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

Other Relevant Curriculum Information:
All students are required to do either Studies of Religion I or Studies of Religion II if they wish to receive an ATAR.

Course Content
Year 11
Nature of Religion and Beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Two Religious Traditions Studies – Christianity and Islam
Origins; Principal beliefs; Sacred texts and writings; Core ethical teachings; Personal devotion/expressions of faith/observance.

Year 12
Religion and Belief Systems in Australia post 1945
Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Two Religious Tradition Depth Studies - Christianity and Islam
Significant people and ideas; Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics; Significant practices in the life of adherents

HSC Assessment
External Assessment
A 90 minute written examination

Section I: Religion and Belief Systems in Australia post 1945
Section II: Religious Tradition Depth Studies
Section III: Religious Tradition Depth Studies
(extended response)

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students MUST study either Studies of Religion I or Studies of Religion II or Catholic Studies

Exclusions
What you cannot do with this course
Studies of Religion II or Catholic Studies

This course is often chosen with
Ancient History, Modern History

Career Options
How will this subject help me in the future
This course prepares students for further study in arts/humanities and social science courses at university and other tertiary institutions.

Career options include: Religious leader, community welfare worker, social worker, international aid worker, sociologist, teacher, and journalist.
STUDIES OF RELIGION II

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 and Year 12</td>
<td>Category A</td>
<td>Yes</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

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

Other Relevant Curriculum Information:
All students are required to do either Studies of Religion I or Studies of Religion II if they wish to receive an ATAR.

Course Content

Year 11
Nature of Religion and Beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Three Religious Traditions Studies - Christianity, Hinduism and Islam
Origins: Principal beliefs; Sacred texts and writings; Core ethical teachings and Personal devotion/expressions of faith/observance.

Religions of Ancient Origin
The response to the human search for ultimate meaning in two religions of ancient origin from Aztec or Inca or Mayan; Celtic; Nordic; Shinto; Taoism; an Indigenous religion from outside Australia

The arrival, establishment and development of religious traditions in Australia prior to 1945

Year 12
Religion and Belief Systems in Australia post 1945
Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Three Religious Tradition Depth Studies - Christianity, Hinduism and Islam
Significant people and ideas: A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics: Significant practices in the life of adherents

Religion and Peace
The distinctive response of religious traditions to the issue of peace

Religion and Non-Religion
The human search for meaning through new religious expression. Non-religious worldviews and the difference between Religious and Non-religious worldviews.

HSC Assessment
External Assessment
A three hour written examination

Section I: Religion and Belief Systems in Australia post 1945
Religion and Non-Religion
Section II: Religious Tradition Depth Studies
Section III: Religious Tradition Depth Studies
Section IV: Religion and Peace (extended response)

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students should be achieving an A or B in Religious Education

Exclusions
What you cannot do with this course
Studies of Religion I or Catholic Studies

This course is often chosen with
Ancient History, Modern History, English Advanced

Career Options
How will this subject help me in the future
This course prepares students for further study in arts / humanities and social science courses at university and other tertiary institutions.

Career options include: Religious leader, community welfare worker, social worker, international aid worker, sociologist, teacher, and journalist.
CREATIVE AND PERFORMING ARTS

Dance
Drama
Music 1
Photography, Digital Imaging
Visual Arts

Mrs Rarity
Leader of Learning
## Course Outline
Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Prior dance experience is not a prerequisite for this course. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

### Other Relevant Curriculum Information:
An excursion is held once only in Stage 6 to “Callback” (Exemplary HSC Dance Works). Students are also involved in guest Artist Workshops.

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

Appropriate dance attire, form fitting black tights and top (or leotard) is mandatory.

## Course Content
### Year 11
This course covers the Core component of Performance Composition and Appreciation.

- **Performance** – Dance technique, performance skills and safe dance practices
- **Composition** – Practice in using tools and methods for constructing dance works
- **Appreciation** – Exploring dance as an artform and Australian Dance history

### Year 12
Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology.

### HSC Assessment
#### External Assessment

<table>
<thead>
<tr>
<th>Core Performance</th>
<th>Weighting</th>
<th>Core Composition</th>
<th>Weighting</th>
<th>Core Appreciation</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solo Dance</td>
<td>3 – 5 mins</td>
<td>Solo Composition</td>
<td>3 – 5 mins</td>
<td>Written Examination: One hour</td>
<td></td>
</tr>
<tr>
<td>Oral Interview</td>
<td>6 mins</td>
<td>Oral Conversation</td>
<td>6 mins</td>
<td>One paper consisting of two questions</td>
<td></td>
</tr>
</tbody>
</table>

#### Major Study

<table>
<thead>
<tr>
<th>Performance</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>SoloWork</td>
<td>4 – 6 mins</td>
</tr>
<tr>
<td>Oral Interview</td>
<td>9 mins</td>
</tr>
</tbody>
</table>

### Special Requirements/Equipment
What I need for this course
Form fitting dance attire and 3 x A4 96 page books. Fees apply

### Recommendations
Who should do this course
Students who are completing the Year 9 / 10 Dance elective and / or with an interest in Dance or the Arts industry

### Exclusions
What you cannot do with this course
Projects, or part thereof, for assessment are not to be used in any other subject

### This course is often chosen with
Drama, Music, PDHPE

### Career Options
How will this subject help me in the future
This course allows students to experience, enjoy and appreciate the artform of Dance. Students may take further study in creative and performing arts at university and other tertiary institutions. It can provide a creative outlet for a holistic education.

Career options include: Dancer, artist, entertainer, choreographer, studio teacher, dance educator, physiotherapist, arts administrator, nurse, sports therapist, critic.
**Course Outline**

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

**Other Relevant Curriculum Information:**

The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis 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.

Students may attend local and Brisbane performances or Sydney (Onstage), ie excursions, performances at an approximate cost of $450. Students are also involved in guest artist workshops.

*(Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other subject.)*

**Course Content**

**Year 11**

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

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

**Year 12**

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, 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 opportunity for each student to demonstrate his or her performance and directional skills.

For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

**HSC Assessment**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Project</td>
<td>40%</td>
</tr>
<tr>
<td>A 90 minute written examination comprising two compulsory sections:</td>
<td>30%</td>
</tr>
<tr>
<td>Australian Drama and Theatre (Core)</td>
<td></td>
</tr>
<tr>
<td>Studies in Drama and Theatre</td>
<td></td>
</tr>
</tbody>
</table>

**Special Requirements/Equipment**

*What I need for this course*

Black performance attire. Fees apply

**Recommendations**

*Who should do this course*

Students who are completing the Year 9 / 10 Drama elective and / or with an interest in Theatre & Drama

**Exclusions**

*What you cannot do with this course*

Projects, or part thereof, for assessment are not to be used in any other subject.

**This course is often chosen with**

Dance, Entertainment, Music, Ancient History, Modern History, Visual Arts

**Career Options**

*How will this subject help me in the future*

This course prepares students for further study in creative and performing arts at university and other tertiary institutions. It allows students to develop an appreciation of the artform and become confident, articulate speakers.

Career options include: Playwright, set designer, director / producer, entertainer, teacher, actor, public relations officer, artistic director, event management.
Course Outline
In the Year 11 and Year 12 courses, students will explore 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.

While entering the course from Stage 4 Mandatory Music is possible, most students are progressing from Stage 5. Students entering this course must be able to perform on an instrument or voice.

Main Topics Covered:
In the Year 11 course, students will explore the topics of:
- Methods of Notating Music
- Music of a Culture
- An Instrument and its Repertoire

In the Year 12 course, students will explore:
- Music in the 20th and 21st Centuries
- plus two electives from the list below.

All learning activities (performance, composition, musicology and aural) are viewed through the lens of the music concepts (duration, dynamics and expressive techniques, pitch, structure, tone colour and texture).

Other Relevant Curriculum Information:
An excursion may be offered in Stage 6 to Sydney at an approximate cost of $450. Students may also be involved in guest Artist Workshops with a cost of approximately $15 per workshop.

Course Content
Three units from the following list are selected for study based on student interest and expertise in each of the Year 11 and Year 12 courses.
- Rock Music
- Music for Large Ensembles
- Music for Small Ensembles
- An Instrument and its Repertoire
- Music in Education
- Music and the Related Arts
- Music of a Culture
- Methods of notating Music
- Jazz
- Technology & its influence on Music
- Music of the 20th and 21st Centuries
- Music for radio, film, television and multimedia

In the Year 12 course in addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance and/or composition and/or musicology. These electives must represent each of the three topics studies in the course.

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

HSC Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Core Performance (one piece)</td>
<td>20%</td>
</tr>
<tr>
<td>1 hour aural examination</td>
<td>30%</td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
<td></td>
</tr>
<tr>
<td>• Performance (one piece)</td>
<td>20%</td>
</tr>
<tr>
<td>• Composition (one submitted work)</td>
<td>20%</td>
</tr>
<tr>
<td>• Musicology (viva voce)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Special Requirements/Equipment
What I need for this course
Headphones, USB, optional purchase of Logic. Fees apply

Recommendations
Who should do this course
Students who are completing the Stage 5 Music / Drama electives, and / or with an interest in Music. It is not essential to have studied Music in Years 9 and 10, but instrument and / or vocal skills are essential

Exclusions
What you cannot do with this course
None

This course is often chosen with
Visual Arts, Dance, Drama

Career Options
How will this subject help me in the future
This course prepares students for further study in creative and performing arts at university and other tertiary institutions. It allows students to develop an appreciation of the artform
Career options include: Composer, conductor, entertainer, musician, musical director music therapist, music critic
PHOTOGRAPHY, DIGITAL IMAGING: Digital Imaging

Course Outline
This course in Digital Photography focuses on students becoming more independent in their approach to exploring, developing and refining ideas and images for a folio of finished photographic artworks. Students will experiment with digital techniques to explore the potential of photography in different cultural contexts. Students intending to study Digital Photography will be expected to buy a Photography Process Diary and an external hard drive. Students will need regular access to a digital camera, preferably a digital SLR (not a phone with a camera).

The course is designed to enable students to gain increasing accomplishments and independence in their representation of ideas in the field of digital photography and understand and value how this field of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished Critical and Historical investigations of Digital Photography.

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

Course Content
The modular structure includes two Board-determined modules. This course will be based around the use of a camera and the support of Photoshop for the creation of digital images. A mandatory Health and Safety module is also incorporated.

Assessment
Design Process – Students will experiment and develop ideas for a folio of photographic artworks.

Practical 70%
Students will present a series of photographic artworks based on ideas / themes

Critical and Historical Studies 30%
Students will analyse and interpret photographic artworks and look at the role of photography in different cultural contexts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Special Requirements/Equipment
What I need for this course
Students are required to keep a Process Diary and have access to a digital SLR and digital storage device (USB or external hard drive). Fees apply

Recommendations
Who should do this course
Students who are completing the Year 9 / 10 Visual Arts or Photography elective course and / or have an interest in Photography

Exclusions
What you cannot do with this course
Practical works, or part thereof, for assessment are not to be used in any other subject

This course is often chosen with
Visual Arts, Industrial Technology, Multimedia

Career Options
How will this subject help me in the future
This course prepares students for further study in design and creative arts courses.

Career options include: Photographer, artist, film and television editor, graphic designer, teacher, visual merchandiser, publicity officer, media officer
VISUAL ARTS

2 unit
Year 11 and Year 12
Board Developed Course
Category A
ATAR
Yes
Hours Studied
120 per year

Course Outline
Visual Arts involves students developing skills in Artmaking, Critical and Historical Studies. Students develop their own artworks, culminating in a ‘Body of Work’ in the HSC course. Students critically and historically investigate Artworks, Critics, Historians and Artists from Australia as well as those from other cultures, traditions and times.

In Visual Arts students use creative learning processes which stimulate imagination, expression and develop technical fluency with materials. Visual Arts encourages students to express themselves as unique personalities. This helps students develop a positive self-concept and to participate more fully in the cultural life of the community and to extend themselves into the workforce, or further education.

Other Relevant Curriculum Information:
Year 11 Course:
- Artworks in at least two expressive forms and use of a Visual Arts Process Diary
- A broad investigation of ideas in Artmaking, Art Criticism and Art History

Year 12 Course:
- Development of a Body of Work and use of a Visual Arts Process Diary
- A minimum of five Case Studies (4-10 hours each)
- Deeper and more complex investigations in Artmaking, Art Criticism and Art History

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

Course Content
Year 11
Learning opportunities focus on:
- the nature of practice in Artmaking, Art Criticism and Art History through different investigations
- the role and function of Artists, Artworks, the World and Audiences as Agencies of the Artworld
- the different ways the Visual Arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus in their work
- building understandings over time through various investigations and working in different forms
- producing artworks and investigating relevant artists’ art movement, cultural values, social meanings that embody art and its relationship to the world
- the student’s Visual Arts Process Diary is important in the recording of their creative process

Year 12
Learning opportunities focus on:
- building on the knowledge and understanding, skills, values and attitudes of the Year 11 course and provides opportunities for students to extend and enhance their understanding of the Visual Arts by a sustained engagement in the practices and content in increasingly independent ways
- how students may develop their practice in Artmaking, Art Criticism, and Art History
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between Artists, Artworks, the World and Audiences within the Artworld and apply these to their own investigations
- how students may further develop meaning and focus in their artwork

HSC Assessment
External Assessment
Artmaking – Body of Work
Art Criticism and Art History – 1½ hour written examination

Weighting
50%
50%

Special Requirements/Equipment
What I need for this course
Visual Arts Diary, Theory Folder

Recommendations
Who should do this course
Students who are completing the Year 9/10 Visual Arts or Photography elective course and/or have an interest in Visual Arts

Exclusions
What you cannot do with this course
Artworks, or part thereof, for assessment are not to be used in any other subject

This course is often chosen with
Photography, Drama, Music, Ancient History, Modern History, English Extension

Career Options
How will this subject help me in the future
This course prepares students with critical thinking for further study in design and creative arts courses at university and other tertiary institutions.

Career options include: Teacher, film set designer, gallery / museum curator, art critic, interior designer, industrial designer, artist, graphic designer, visual merchandiser, architect, photographer, jeweller, illustrator, fashion designer
HSIE

Ancient History
Business Studies
Economics
Geography
History Extension I
Legal Studies
Modern History
Society and Culture
Work Studies

Mrs Rose
Leader of Learning
ANCIENT HISTORY

Course Outline

The Ancient History course aims to develop knowledge and understanding of the ancient world, historical skills and values and attitudes essential to an understanding of the ancient world, as well as developing a lifelong interest in the study of history and preparing students to be active and informed citizens.

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

The Year 12 course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and an ancient personality. One task MUST be an Historical Analysis, completed individually and be a maximum of 1200 words of six minutes duration or multimodal equivalent.

In the Year 11 course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.

Other Relevant Curriculum Information:
The Year 12 course includes study of the following areas: Egypt, Rome, Greece

Course Content

Year 11
- Part I: Investigating Ancient History (60 hours)
  - The Nature of Ancient History (one option)
  - Case Studies (at least TWO studies at 10 hours each)
    One from Egypt, Greece, Rome or Celtic Europe
    One from the Near East, Asia, the Americas or Australia
- Part II: Features of Ancient Societies (40 hours)
  - At least TWO ancient societies
- Part III: Historical Investigation (20 hours)
  - The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group.

Year 12
- Part I: Core Study: Cities of Vesuvius -Pompeii and Herculaneum (30 hours)
- Part II: ONE Ancient Society (30 hours)
- Part III: ONE Personality in their Times (30 hours)
- Part IV: ONE Historical Period (30 hours)

HSC ASSESSMENT

External Assessment
A three-hour written examination consisting of:

- Section I: Core
  Source based short-answer plus 10 – 15 mark response

- Section II: Ancient Societies
  A question in 3-4 parts, one being up to 15 marks

- Section III: Personalities in their Times
  A question in 2-3 parts, one being up to 15 marks

- Section IV: Historical Periods
  Extended response

Weighting
- Section I: Core 25%
- Section II: Ancient Societies 25%
- Section III: Personalities in their Times 25%
- Section IV: Historical Periods 25%

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are achieving a C or above in Year 10 History and English

Exclusions
What you cannot do with this course
None

This course is often chosen with
English Advanced, Studies of Religion, Modern History, Society and Culture

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of arts/humanities and social science courses at university and other tertiary institutions. Career options include: Archaeologist, anthropologist, lawyer, journalist, museum curator, politician, researcher, and teacher
BUSINESS STUDIES

**2 unit**
Year 11 and Year 12

**Board Developed Course**
Category A

**ATAR**
Yes

**Hours Studied**
120 per year

**Course Outline**
Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

**Other Relevant Curriculum Information:**
Guest speakers may be invited to present on relevant topics.

**Course Content**

**Year 11**
- Nature of Business (20%) - the role and nature of business in a changing business environment.
- Business Management (40%) - the nature and responsibilities of management in the business environment.
- Business Planning (40%) - the processes of establishing and planning a small to medium enterprise. Includes preparing a Small Business Plan.

**Year 12**
- Operations (25%) - the strategies for effective operations management in large businesses.
- Marketing (25%) - the main elements involved in the development and implementation of successful marketing strategies.
- Finance (25%) - the role of interpreting financial information in the planning and management of a business
- Human Resources (25%) - the contribution of human resource management to business performance.

**HSC ASSESSMENT**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Objective response questions</td>
<td>20%</td>
</tr>
<tr>
<td>Section II: Short-answer questions</td>
<td>40%</td>
</tr>
<tr>
<td>Section III: Candidates answer one extended response question in the form of a business report</td>
<td>20%</td>
</tr>
<tr>
<td>Section IV: Candidates answer one extended response question</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Special Requirements/Equipment**

*What I need for this course*
None

**Recommendations**

*Who should do this course*
Students who have completed Year 9/10 Commerce and/or who have an interest in Business and how to run a Business.

**Exclusions**

*What you cannot do with this course*
None

**This course is often chosen with**
Economics, Legal Studies, Languages and Business Services

**Career Options**

*How will this subject help me in the future*
This course prepares students for further study in a range of business courses at university and other tertiary institutions.

Career options include: Advertising account executive, marketing officer, accountant, business manager, human resources officer, public relations officer, owning/operating your own business.
ECONOMICS

2 unit
Year 11 and Year 12

Board Developed Course
Category A

ATAR
Yes

Hours Studied
120 per year

Course Outline
Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change, the effects of changes in the stock market, how the taxation system works, and how these changes will impact on individuals in society.

Economics develops students’ knowledge and understanding of the operation of the global and Australian economies. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in the contemporary Australian economy and the policies used to address these issues.

Other Relevant Curriculum Information:
Guest speakers may present on specific topics

Course Content

Year 11
- Introduction to Economics (10%) - the nature of economics and the operation of an economy
- Consumers and Business (10%) - the role of consumers and business in the economy
- Markets (20%) - the role of markets, demand, supply and competition
- Labour Markets (20%) - the workforce and role of labour in the economy
- Financial Markets (20%) - the financial market in Australia including the share market
- Government in the Economy (20%) - the role of government in the Australian economy

Year 12
- The Global Economy (25%) - Features of the global economy and globalisation
- Australia’s Place in the Global Economy (25%) - Australia’s trade and finance
- Economic Issues (25%) - issues including economic growth, unemployment, inflation, wealth and the environment
- Economic Policies and Management (25%) - the range of policies used to manage the economy

HSC ASSESSMENT

External Assessment

<table>
<thead>
<tr>
<th>Section</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Objective response questions</td>
<td>20%</td>
</tr>
<tr>
<td>II: Short-answer questions</td>
<td>40%</td>
</tr>
<tr>
<td>III: Candidates answer on stimulus - based extended response question</td>
<td>20%</td>
</tr>
<tr>
<td>IV: Candidates answer one extended response question</td>
<td>20%</td>
</tr>
</tbody>
</table>

Special Requirements/Equipment

What I need for this course
None

Recommendations

Who should do this course
Students who are completing Year 9 / 10 Commerce and / or have an interest in how economies function, finance and the role of government. Students who are receiving an A or B in Year 10 Mathematics

Exclusions

What you cannot do with this course
None

This course is often chosen with
Mathematics, Business Studies, Languages, Legal Studies and Advanced English

Career Options

How will this subject help me in the future
This course prepares students for further study in economics, business, political science and commerce courses at university and other tertiary institutions.

Career options include: Economist, stockbroker, accountant, investment analyst, actuary, foreign affairs and trade officer, financial planner, business analyst, government jobs, journalism
GEOGRAPHY

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 and Year 12</td>
<td>Category A</td>
<td>YES</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

Course Outline
The subject of Geography investigates the interactions of the human and natural environments. Due to our needs, sometimes these two environments are in conflict. The challenge for Geography students is to discover the issues, examine the causes, identify the effects and provide the potential results from a variety of different points of view.

Geography students use Information & Communications Technologies, complete fieldwork research, use text based information and a variety of tools and techniques to explore the world at a local, national and global level.

Other Relevant Curriculum Information:
Students complete a Senior Geography Project (SGP) in the Year 11 course and must undertake fieldwork in both the Year 11 and Year 12 courses. Students will be required to submit geographic reports and complete primary research.

Field study excursions are an essential part of this course and are chosen based on the electives studied.

Course Content

Year 11
- Biophysical Interactions (45%) - how biophysical processes contribute to sustainable management
- Global Challenges (45%) - geographical study of issues at a global scale
- Senior Geography Project (10%) - a geographical study of student’s own choosing

Year 12
- Ecosystems at Risk (33%) - the functioning of ecosystems, their management and protection
- Urban Places (33%) - study of cities and urban dynamics
- People and Economic Activity (33%) - geographic study of economic activity in a local and global context.

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

HSC Assessment

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination including:</td>
<td></td>
</tr>
<tr>
<td>Section I: Objective response questions</td>
<td>20%</td>
</tr>
<tr>
<td>Section II: Short-answer questions</td>
<td>40%</td>
</tr>
<tr>
<td>Section III: Candidates answer two extended response questions</td>
<td>40%</td>
</tr>
</tbody>
</table>

Special Requirements/Equipment

What I need for this course
None

Recommendations

Who should do this course
Students who have an interest in Geography, environmental issues, ecosystem and environmental protection, global inequalities, urban planning and ecological sustainability

Exclusions

What you cannot do with this course
None

This course is often chosen with
Business Studies, Earth and Environmental Science, Biology

Career Options

How will this subject help me in the future
This course prepares students for further study in arts, environment, social science and tourism courses at university and other tertiary institutions.

Career options include: Town planner, environmental scientist, property manager, zoologist, park ranger, travel consultant, landscape architect, geophysicist, surveyor
HISTORY EXTENSION 1

1 unit
Year 12 Only

Board Developed Course
Category A

ATAR
YES

Hours Studied
60 per year

Course Outline
The study of History Extension in Stage 6 enables students to:
- evaluate the ideas and methodologies that are used by historians and others to construct and represent history
- apply what they have learned to inquire into areas of historical debate and interest critically, with independence and insight
- develop skills that support active and informed citizenship

Year 12 History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question ‘What is history?’ through readings and a study of historians. Further, they investigate contemporary historiographical issues and apply their knowledge to one case study. In Part II students design, undertake and communicate their own personal historical inquiry focusing on an area of changing historical interpretation.

Particular Course Requirements:
The Year 11 course in Modern or Ancient History is a prerequisite for the HSC course. Completion of a History Project is worth 70% of the internal assessment marks.

Course Content
Part I: Constructing History? (60% of course time)
Key questions:
- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options with regard to the key questions and three identified areas of debate

Part II: History Project (40% of course time)
An original piece of historical investigation by the student which includes a Proposal, Synopsis, Essay, Bibliography and Process Log

HSC ASSESSMENT
External Assessment
A two-hour written examination comprised of TWO questions, both compulsory.

Question 1: 25%
One compulsory essay question based on one or two unseen passages as stimulus (approx. 1000 words)

Question 2: 25%
One compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study. (approx. 1000 words)

Career Options
How will this subject help me in the future
This course prepares students for further academic study in arts, history and social science courses at university and other tertiary institutions.
Career options include:
Archaeologist, anthropologist, lawyer, journalist, museum curator, politician, researcher and teacher
## LEGAL STUDIES

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 and Year 12</td>
<td>Category A</td>
<td>YES</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

### Course Outline
The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 course investigates the key areas of crime and human rights through a variety of focus studies which consider how changes in societies influence law reform.

### Other Relevant Curriculum Information:
An excursion to Lismore Court House and Guest presentations.

## Course Content

### Year 11
- The Legal System (40%) - the nature and functions of law through the examination of law-making processes and institutions
- The Individual and the Law (30%) - the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports
- The Law in practice (30%) - students investigate contemporary issues that illustrate how the law operates

### Year 12
- Part I Core: Crime (30%) - the use of a range of contemporary examples to investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms
- Part II Core: Human rights (20%) - the use of a range of contemporary examples, to investigate the notion of human rights and assess the extent to which legal systems embody and promote them
- Part III Options - Students must study TWO of the following Options (25% each): Consumers, Global environmental protection, Family, Indigenous peoples, Shelter, Workplace, World order

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.

## HSC ASSESSMENT

**External Assessment**
A three-hour written examination:

<table>
<thead>
<tr>
<th>Section</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Crime and Human Rights</td>
<td>20%</td>
</tr>
<tr>
<td>Section II: Crime and Human Rights</td>
<td>30%</td>
</tr>
<tr>
<td>Section III: Focus Studies: Two essays</td>
<td>50%</td>
</tr>
</tbody>
</table>

## Special Requirements/Equipment
**What I need for this course**
None

## Recommendations
**Who should do this course**
Students who are completing Year 9/10 Commerce and/or have an interest in the legal system

## Exclusions
**What you cannot do with this course**
None

## This course is often chosen with
Economics, Business Studies, Ancient History, English Advanced

## Career Options
**How will this subject help me in the future**
This course prepares students for further study in legal, business and arts courses at university and other tertiary institutions.

Career options include: Solicitor, barrister, criminologist, police officer, law clerk, paralegal, human rights activist, diplomat, international relations, mediator, researcher and business manager
Course Outline
Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them. The Year 11 course is structured to provide students with opportunities to investigate the role of key features, individuals, groups, events, concepts, and historiographical issues from the 18th century to the present, in a range of historical contexts as background for their HSC studies.

The Year 12 course provides the opportunity for students to investigate power and authority 1919 – 1946, key features and issues in the history of ONE country during the C20th, ONE international study in peace and conflict and ONE study in the Modern World.

Other Relevant Curriculum Information:
In the Year 11 course, ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central / South America and the other from Europe, North America or Australia. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the Year 12 Modern History or History Extension courses.

Course Content

Year 11

<table>
<thead>
<tr>
<th>Part I: Core:</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Nature of History</td>
<td>60</td>
</tr>
<tr>
<td>Case Studies (at least TWO to be undertaken)</td>
<td></td>
</tr>
</tbody>
</table>

Part II: Historical Investigation

The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group.

Part III: Core:

| The Shaping of the Modern World | 40 |
| A source-based approach is to be used | |

Year 12

<table>
<thead>
<tr>
<th>Part I: Core Study:</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power and Authority in the Modern World</td>
<td>30</td>
</tr>
</tbody>
</table>

Part II: ONE National Study topic

Part III: Peace and Conflict

Part IV: Change in the Modern World

At least ONE non-European / Wester topic

HSC ASSESSMENT

External Assessment

A three-hour written examination consisting of:

<table>
<thead>
<tr>
<th>Section I: Core – Power and Authority</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – 4 source analysis questions.</td>
<td>25%</td>
</tr>
<tr>
<td>One question work 10 – 15 marks</td>
<td></td>
</tr>
</tbody>
</table>

| Section II: National Studies extended response | 25% |

| Section III: Peace and Conflict | 25% |
| One extended response | |

| Section IV: Change in the Modern World | 25% |
| One question containing 3-4 parts | |

Career Options

How will this subject help me in the future

This course prepares students for further study in a range of arts/humanities and social science courses at university and other tertiary institutions.

Career options include: Journalist, lawyer, teacher, politician, author, editor, criminologist, researcher
SOCIETY AND CULTURE

Course Outline
Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction 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.

Particular Course Requirements:
Completion of Personal Interest Project which is externally marked, 40%.

Other Relevant Curriculum Information:
Possible excursions to experience alternative culture frameworks.

Course Content
Year 11
- The Social and Cultural World (30%) - the interaction between aspects of society and cultures
- Personal and Social Identity (40%) - socialisation and the coming of age in a variety of social and cultural settings
- Intercultural Communication (30%) - how people in different cultures interact with each other and their world

Year 12
Core
- Social and Cultural Continuity and Change (30%) - a focus on continuity and change in a selected country via social and cultural research methodologies
- The Personal Interest Project (30%) - an individual research project

Depth Studies (40%)
Two to be chosen from:
- Popular Culture - the interconnection between individuals and popular culture
- Belief Systems and Ideologies - role of belief systems in societies, cultures, environments and personal life
- Social Inclusion and Exclusion - the nature of inclusive and difference in societies and cultures
- Social Conformity and Non-conformity - formation and influences on groups and responses to conformity and non-conformity

HSC Assessment
External Assessment
1. A two-hour written examination
   - Section I: Short answer and extended response questions
   - Section II: Depth Study
2. Personal Interest Project

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who have an interest in History, Sociology, Psychology or Cultural Studies

Exclusions
What you cannot do with this course
None

This course is often chosen with
Ancient History, Modern History, Studies of Religion II

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of arts/humanities and social science courses at university and other tertiary institutions.

Career options include: Community welfare worker, social worker, human resource manager, international aid worker, sociologist, teacher, counsellor, researcher, journalist, anthropologist, psychologist, mediator, and sociologist
WORK STUDIES

| 2 unit Year 11 and Year 12 | Content Endorsed Course | ATAR No | Hours Studied 120 per year |

Course Outline
The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practice these skills in appropriate work contexts.

Core
My Working Life

Modules
There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Course Content

Year 11
- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance

Year 12
- Workplace Issues (the prerequisite module is In The Workplace) **
- Self-Employment (the prerequisite module is Managing Work and Life Commitments) **
- Team Enterprise Project (the prerequisite module is Teamwork and Enterprise Skills) **
- Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)
- School-Developed Module – Optional (one or two of these modules may be undertaken, provided that they do not exceed 25% of course time)

** Modules indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning **

HSC Assessment
Internal Assessment
There are 4 tasks
The assessment components consist of knowledge and understanding outcomes, course content, and skills outcomes.

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are following a non-ATAR pathway

Exclusions
What you cannot do with this course
None

This course is often chosen with
VET courses, English Studies, Catholic Studies

Career Options
How will this subject help me in the future
This course prepares students for work.
LANGUAGES

French
- Beginners
- Continuers
- Extension

Italian
- Beginners
- Continuers
- Extension

Mrs Grace
Leader of Learning
FRENCH BEGINNERS

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 and Year 12</td>
<td>Category A</td>
<td>YES</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

Course Outline
In the Year 11 course, students will begin to develop their knowledge and understanding of French. During this course, students must acquire some knowledge of the French language as a system through topics such as the Personal World and French-speaking communities, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the Year 12 course, students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Year 11 course will be studied in greater depth for the Year 12 course.

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

HSC ASSESSMENT
External Assessment
- An oral examination: Speaking skills 20%
- A two and a half hour written examination
  - Listening Skills 30%
  - Reading Skills 30%
  - Writing Skills 20%

Special Requirements/Equipment
What I need for this course
Fees apply

Recommendations
Who should do this course
Students who have an interest in languages

Exclusions
What you cannot do with this course
French Continuers

This course is often chosen with
Humanities based courses such as Ancient History or Modern History
Course Outline
The Year 11 and Year 12 courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Study of this course in Year 11 also allows for the opportunity of doing the Extension Course in Year 12.

Course Content
Themes:
- the individual
- the French-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 French culture through texts

HSC ASSESSMENT
External Assessment
A ten-minute oral examination:
  Conversation 20%

A two hour 50 minutes written examination:
  Listening and responding 30%
  Reading and responding 30%
  Writing in French 20%

Special Requirements/Equipment
What I need for this course
Commitment to improving language skills.
Fees apply

Recommendations
Who should do this course
Students who are completing Year 9 / 10 elective French and have an interest in languages

Exclusions
What you cannot do with this course
French Beginners

This course is often chosen with
Humanities based courses such as Ancient History or Modern History

Career Options
How will this subject help me in the future
This course prepares students for further study in language and international studies at university and other tertiary institutions.

Career options include: Interpreter, translator foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality industry, travel and tourism industry
**FRENCH EXTENSION**

1 unit  
Year 12 Only  
Board Developed Course  
Category A  
ATAR  
YES  
Hours Studied  
60 per year

**Course Outline**
The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression.

The focus of the course is the film ‘Neuilly sa mère’.

**Course Content**

**Theme:**
- the individual and contemporary society

Prescribed issues:
- the impact of social class
- issues of tolerance
- relationships

Students’ knowledge and understanding of the issues are developed through tasks such as:
- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts
- reading and listening to sophisticated texts related to prescribed issues

**HSC ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral examination: Monologue in French</td>
<td>20%</td>
</tr>
</tbody>
</table>
| One hour 50 minutes written examination:  
  Response to prescribed text  
  Text analysis  
  Writing | 40%  
  40%  
  40% |

Special Requirements/Equipment

**What I need for this course**

Fees apply

**Recommendations**

**Who should do this course**
Those students who have achieved a high standard in the Year 11 French Continuers course

**Exclusions**

**What you cannot do with this course**
French Beginners

**This course is often chosen with**
History Extension, English Extension, Visual Arts, Society & Culture

**Career Options**

**How will this subject help me in the future**
This course prepares students for further study in language and international studies courses at university and other tertiary institutions.

Career options include: Interpreter, translator foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality industry, travel and tourism industry
## Course Outline

Italian Beginners is a course designed for students who wish to begin their study of a second language at senior secondary level for the purpose of employment, travel or pleasure. It is intended for those students who have little, or no prior knowledge of the Italian language, either spoken or written.

Through the study of Italian as foreign language literacy skills will be enhanced and opportunities for continued learning and future employment will be made more accessible.

## Course Content

The course focuses on developing skills of Communicating in Italian through interacting with text and other students, understanding written texts and producing own texts which are in Italian.

Through the broad topics of “The Personal World” and “The Italian Speaking Communities” the students will develop skills of Reading, Writing, Listening and Speaking Italian in specific areas of communication about:
- Themselves and their family
- Their home and neighbourhood
- Education and work
- Holidays and travel and
- Future plans and aspirations

Use of dictionaries will be encouraged throughout the course and will be required for the examination situation.

### HSC ASSESSMENT

**External Assessment**
- A ten-minute oral examination: **Conversation** 20%
- A two and a half hour written examination: **Listening and responding** 30%
  **Reading and responding** 30%
  **Writing in Italian** 20%
ITALIAN CONTINUERS

2 unit
Year 11 and Year 12
Board Developed Course
Category A
ATAR
YES
Hours Studied
120 per year

Course Outline
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 the 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.

Study of this course in Year 11 also allows for the opportunity of doing the Extension Course in Year 12.

Course Content
Themes:
- 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 French culture through texts

HSC ASSESSMENT
External Assessment
A ten-minute oral examination:
Conversation
20%

A two hour 50 minutes written examination:
Listening and responding
30%
Reading and responding
30%
Writing in Italian
20%

Special Requirements/Equipment
What I need for this course
Commitment to improving language skills.
Fees apply

Recommendations
Who should do this course
Students who are completing
Year 9 / 10 elective Italian and
have an interest in languages

Exclusions
What you cannot do with this course
Italian Beginners

This course is often chosen with
Humanities based courses such as
Ancient History or Modern History

Career Options
How will this subject help me in the future
This course prepares students for
further study in language and
international studies at university
and other tertiary institutions.

Career options include: Interpreter,
translator foreign affairs and trade
officer, international business
executive, journalist, teacher, linguist,
lawyer, speech pathologist, hospitality
industry, travel and tourism industry

Subject Selection Handbook Trinity Catholic College Lismore 47
ITALIAN EXTENSION

1 unit
Year 12 Only

Board Developed Course
Category A

ATAR
YES

Hours Studied
60 per year

Course Outline
The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of Italian language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Italian as a medium for communication and creative thought and expression.

The Extension course is based around a novel called ‘Bianca come il latte, rossa come il Sangue’ and will draw on other related texts to deepen the students’ experience of Italian. 10 extracts from the text will be studied in detail. A general knowledge of the rest of the text will be developed.

Course Content

Theme:
- the individual and contemporary society

Prescribed issues:
- society and social justice
- resilience and the human spirit; and the
- power of the imagination

Students’ knowledge and understanding of the issues are developed through tasks such as:
- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts
- reading and listening to sophisticated texts related to prescribed issues

HSC ASSESSMENT

External Assessment

Oral examination: Monologue in Italian 20%

A one hour 50 minutes written examination:
Response to prescribed text
Text analysis 40%
Writing 40%

Special Requirements/Equipment

What I need for this course
Fees apply

Recommendations

Who should do this course
Those students who have achieved a high standard in the Year 11 Italian Continuers course

Exclusions

What you cannot do with this course
Italian Beginners

Career Options

How will this subject help me in the future
This course prepares students for further study in language and international studies courses at university and other tertiary institutions.

Career options include: Interpreter, translator foreign affairs and trade officer, international business executive, journalist, teacher, linguist, lawyer, speech pathologist, hospitality industry, travel and tourism industry

This course is often chosen with
History Extension, English Extension, Visual Arts, Society & Culture
MATHEMATICS

Mathematics Advanced
Mathematics Standard
Mathematics Extension 1
Mathematics Extension 2

Mrs Benfield
Leader of Learning
MATHEMATICS ADVANCED

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 and Year 12</td>
<td>Category A</td>
<td>YES</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

Course Outline
The course is intended to give students who have demonstrated competence in the skills of the Stage 5 Mathematics 5.3 course, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce.

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

Course Content

Year 11
- Functions – algebraic techniques; intro to functions; linear, quadratics and cubic functions; further functional and rotations
- Trigonometry – ratios, radians, functions and identities
- Calculus – gradient of tangents; difference quotients; derivate function; calculating derivatives
- Exponential and logarithmic functions – logarithmic function; laws and applications; exponential function; graphs and application
- Statistical Analyses – probability and Venn diagrams; discrete probability distributions

Year 12
- Functions – graphing techniques
- Trigonometry – trig functions and graphs
- Differential Calculus – differentiation of trig, exp and log functions; rules for differentiation, 1st and 2nd derivatives; application of the derivatives; anti-derivative; areas and definite integrals
- Financial Mathematics – modelling investments and loans; geometrical sequence and series; financial applications of sequences and series
- Statistical Analysis – data (grouped and ungrouped) and summary statistics; continuous; random variables; the normal distribution; bivariate data analysis

HSC Assessment
External Assessment
A single examination paper of three hours duration, including some multiple choice items.

Questions from the Year 11 course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Year 11 course (or earlier) when required for questions on the Year 12 course. That is, questions based on the Year 11 course can be asked when they lead in to questions based on topics from the Year 12 course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

Special Requirements/Equipment

What I need for this course
A scientific calculator and basic geometrical instruments

Recommendations

Who should do this course
Students MUST have completed the Stage 5.3 course or have an excellent level of achievement in Stage 5.2 in Year 10 Mathematics.

Exclusions

What you cannot do with this course
Mathematics Standard

This course is often chosen with
Physics, Chemistry, Economics, Design and Technology

Career Options

How will this subject help me in the future
This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.

Career options include: Accountant, engineer, surveyor, pilot, stockbroker, computer programmer, architect, teacher, town planner, medical scientist, psychologist
Course Outline

The Mathematics Standard Year 11 course and the Mathematics Standard 1 Year 12 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity.

Students undertaking the Year 11 Mathematics Standard course will nominate at the conclusion of Year 11 which course they will undertake in the Year 12 year: Mathematics Standard 1 or Mathematics Standard 2. Students of the Mathematics Standard courses study a common Year 11 course, Mathematics Standard Year 11.

The Mathematics Standard 2 Year 2 pathway is a Category A subject

The Mathematics Standard 1 Year 12 pathway is a Category B subject and provides students with the opportunity to develop an understanding of, and competence in, further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

Note: Students studying Mathematics Standard 1 Year 12 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the Student’s Australian Tertiary Admission Rank (ATAR).

Course Content

Year 11
- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12
- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

HSC Assessment

External Assessment
A two and a half hour examination, including some multiple-choice items

Weighting
100%

No more than 30% of the examination will be based on the Year 11 course. Questions based on the Year 11 course can also be asked when they lead in to questions based on the Year 12 course.

Calculators, geometrical instruments and approved geometrical templates that meet Board requirements may be used.

Special Requirements/Equipment

What I need for this course
A scientific calculator

Recommendations

Who should do this course
Students who are confidently completing Year 10 Mathematics 5.2 content

Exclusions

What you cannot do with this course
No other Stage 6 Mathematics course

This course is often chosen with
Senior Science, Business Studies, Drama

Career Options

How will this subject help me in the future
This course prepares students for further study in health, education and business courses at university and other tertiary institutions.

Career options include: Nurse, police officer, primary school teacher, retail, defence forces
**Course Outline**

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of the Stage 5 Mathematics 5.3 course, and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.

The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

**Course Content**

**Year 11**
- Functions – graphical relationships; inequalities; inverse functions; parametric functions; remainder and factor theorems, sums and products of roots
- Trigonometry – inverse trigonometric functions; further trig identities
- Calculus – rates of change; exponential growth and decay; related rates of change
- Combinatorics - \( nP_r \) and \( nC_r \); binomial expansion and Pascal’s triangle

**Year 12**
- Proof – mathematical induction
- Vectors – 2D vectors; operations; projectile motion
- Trigonometric functions - equations
- Calculus – further calculus; area and volume; differential equations
- Statistical Analyses – Bernoulli and binomial distributions; normal approximation for sample proportion

**HSC Assessment** External Assessment

Two examination papers:
- The Mathematics course three-hour examination paper.
- The Mathematics Extension 1 course two-hour examination paper, including some multiple choice items.

Questions from the Year 11 course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Year 11 course (or earlier) when required for questions on the Year 12 course. That is, questions based on the Year 11 course can be asked when they lead in to questions based on topics from the Year 12 course.

Board-approved calculators, geometrical instruments and templates may be used.

**Special Requirements/Equipment**

What I need for this course
- Must be completed with the Mathematics Advanced course

**Recommendations**

Who should do this course
- Students who are completing the Year 10 Stage 5.3 Mathematics course with an A or B grade

**Exclusions**

What you cannot do with this course
- Mathematics Standard

**This course is often chosen with**
- Physics, Chemistry, Economics

**Career Options**

How will this subject help me in the future
- This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.

Career options include: Accountant, architect, chemist, computer programmer, engineer, financial adviser, medical practitioner, teacher, pilot, medical scientist, and psychologist
# MATHEMATICS EXTENSION 2

<table>
<thead>
<tr>
<th>1 unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 only</td>
</tr>
<tr>
<td>Board Developed Course</td>
</tr>
<tr>
<td>Category A</td>
</tr>
<tr>
<td>ATAR</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>Hours Studied</td>
</tr>
<tr>
<td>60 per year</td>
</tr>
</tbody>
</table>

## Course Outline

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses.

It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

## Course Content

### Year 12
- Proof – nature of proof; mathematical induction
- Vectors – 3D vectors; operations in 3D; equation of lines
- Complex Numbers – solving equations; geometrical implications
- Calculus - further integration
- Mechanics – simple harmonic motion; motion without resistance; resisted motion; projectiles and resisted motion

## HSC Assessment

### External Assessment

Two examination papers:
- The Mathematics Extension 1 course two-hour examination paper, including some multiple choice items.
- The Mathematics Extension 2 course three-hour examination paper and consists of eight questions of equal value.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

## Special Requirements/Equipment

### What I need for this course

Must be completed with the Mathematics course

## Recommendations

### Who should do this course

Students who attain a high level of achievement in Year 11 Mathematics Extension 1

## Exclusions

### What you cannot do with this course

Mathematics Standard

## This course is often chosen with

Physics, Chemistry, Economics

## Career Options

### How will this subject help me in the future

This course prepares students for further study in mathematics, business, science and engineering courses at university and other tertiary institutions.

Career options include: Accountant, actuarial studies software developer / programmer, architect, chemist, computer programmer, engineer, financial adviser, medical practitioner, teacher, pilot, medical scientist, and psychologist
PDHPE

PDHPE
Sport, Lifestyle and Recreation Studies

Mr Davies
Leader of Learning
Course Outline
The purpose of Personal Development, Health and Physical Education is to provide opportunities for students to develop knowledge, skills and attitudes needed to understand, accept and lead a healthy lifestyle, and in so doing to develop significantly their capacity for understanding how communities can establish healthier conditions of living.

The Year 11 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 also study two practical options: first aid and fitness choices.

In the Year 12 course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. Students also study two options: focusing on improved performance and safe participation by learning about advanced approaches to training and sports medicine concepts.

Other Relevant Curriculum Information:
Compulsory excursion $80 in Year 11 Course – linked to Fitness Choices Option
Senior First Aid Qualification: There may be an opportunity to obtain this qualification. Cost TBC (optional in Year 11 First Aid)

Course Content

**Year 11**
Core Topic - The Body in Motion (60%)
Optional Component (40%)
Selected options:
First Aid and Fitness Choices

**Year 12**
Core Topics (60%)
Health Priorities in Australia
Factors Affecting Performance
Optional Component (40%)
Selected options:
Sports Medicine and Improving Performance

**HSC ASSESSMENT**

External Assessment

<table>
<thead>
<tr>
<th>Section</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A - objective response questions</td>
<td>20%</td>
</tr>
<tr>
<td>Part B – short and extended response questions</td>
<td>40%</td>
</tr>
<tr>
<td>Section 2 - Options</td>
<td>40%</td>
</tr>
</tbody>
</table>

Short answer and extended response questions

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who have completed Year 9/10 PASS and/or have an interest in theory and practical PDHPE

Exclusions
What you cannot do with this course
None

This course is often chosen with
Biology, CAFS, SLR, Chemistry, Food Technology

Career Options
How will this subject help me in the future
This course prepares students for further study in health science and human movement courses at university and other tertiary institutions.

Career options include: Ambulance officer, police officer, fitness instructor, health promotion officer, sports psychologist, teacher, exercise and sports scientist, physiotherapist, nurse, medical practitioner, sports journalist
### COURSE OUTLINE

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

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

### OTHER RELEVANT CURRICULUM INFORMATION:

An excursion is held to a:
- Recreation facility e.g. sporting venues, pool, gymnasium at an approx. cost of $80

### COURSE CONTENT

Through the course students will develop:

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

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

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

### SPECIAL REQUIREMENTS/EQUIPMENT

**What I need for this course**

Due to the practical focus of this course, fees may apply for visits to local community sporting and leisure venues, guest instructors and gaining qualifications.

### RECOMMENDATIONS

**Who should do this course**

Students who have completed Year 9 / 10 PASS and/or have an interest in theory and practical Sport Lifestyle and Recreation.

### EXCLUSIONS

**What you cannot do with this course**

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

### THIS COURSE IS OFTEN CHOSEN WITH

PDHPE, Senior Science

### CAREER OPTIONS

**How will this subject help me in the future**

This course prepares students for further study in sport and fitness related courses.

Career options include: Sports coach, fitness instructor, health care worker, professional athlete, sports administrator, dentist.
SCIENCE

Biology
Chemistry
Earth and Environmental Science
Investigating Science
Marine Studies
Physics
Science Extension

Mrs Martineau
Leader of Learning
Course Outline

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Course Content

**Year 11**

**Core Modules**
- Cells as the Basics of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics
- Depth Studies – 15 hours

**Year 12**

- Heredity
- Genetic Change
- Infectious Disease
- Non-Infectious Disease and Disorders
- Depth Studies – 15 hours

Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

HSC Assessment

**External Assessment**
Weighting
A three-hour written examination consisting of:

- Core Modules
- Multiple-choice questions 40%
- Short-answer questions

Questions / question parts focusing on Core Module
Working Scientifically will be incorporated into both the Core and Depth Studies sections of the paper

- Depth Studies – 15 hours

- Depth Studies – 15 hours

Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

**Special Requirements/Equipment**

What I need for this course
Elective and excursion fees apply

**Recommendations**

Who should do this course
Students who are achieving a grade of C or higher in Year 10 Science

**Exclusions**

What you cannot do with this course
None

**This course is often chosen with**
Chemistry, PDHPE, Earth and Environmental Science, Physics, Investigating Science

**Career Options**

How will this subject help me in the future
This course prepares students for further study in a range of science based courses at university and other tertiary institutions.

Career options include: medical scientist, nurse, occupational therapist, sports scientist, teacher, optometry, physiotherapist, forestry advisor, medical practitioner, nutritionist, biotechnologist and veterinarian
Course Outline
The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

A knowledge and understanding of Chemistry is often the unifying link between interdisciplinary studies. The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Course Content

Year 11
Core Modules
- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions
- Depth Studies

Year 12
Core Modules
- Equilibrium and Acid Reactions
- Acid / base Reactions
- Organic Chemistry
- Applying Chemical Ideas
- Depth Studies

Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies

HSC Assessment
External Assessment
A three-hour written examination consisting of:

Core Modules
- Multiple-choice questions
- Short-answer questions

Questions / question parts focusing on Core Module

Working Scientifically will be incorporated into both the Core and Depth Studies sections of the paper

Weighting

40%

60%

Special Requirements/Equipment
What I need for this course

Elective and excursion fees apply

Recommendations
Who should do this course

Students who are achieving an A or B in Year 10 Science

Exclusions
What you cannot do with this course

None

This course is often chosen with

Biology, Earth and Environmental Science, Food Technology, Investigating Science, PDHPE, Physics

Career Options
How will this subject help me in the future

This course prepares students for further study in a range of science based courses at university and other tertiary institutions.

Career options include: Physiotherapist, medical practitioner, sports scientist, nurse, occupational therapist, engineer, nutritionist, dietician, nurse, pharmacist, agricultural chemist, scientist, chemical oceanographer, environmental chemist and veterinarian
**EARTH AND ENVIRONMENTAL SCIENCE**

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Year 11 and Year 12</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Category A</td>
<td>Yes</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

**Course Outline**

The Earth and Environmental Science Stage 6 Syllabus explores the Earth’s renewable and nonrenewable resources and also environmental issues. An understanding of the Earth’s resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth’s features and naturally occupying phenomena and cycles.

Fieldwork is an integral part of these investigation processes. Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing Earth and Environmental Science applications.

The application of Earth and Environmental Science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia’s sustainable future.

**Course Content**

**Year 11**
- Earth and Environmental Science Skills and Core Module
  - Earth’s Resources
  - Plate Tectonics
  - Energy Transformations
  - Human Impacts
  - Depth Studies

**Year 12**
- Earth and Environmental Science Skills and Core Modules
  - Earth’s Processes
  - Hazards
  - Climate Science
  - Resource Management
  - Depth Studies
  - Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies

**HSC Assessment**

**External Assessment**

Weighting

- Core Modules
  - Multiple-choice questions: 40%
  - Short-answer questions
- Questions / question parts focusing on Core Module
  - Working Scientifically will be incorporated into both the Core and Depth Studies sections of the paper: 60%

**Special Requirements/Equipment**

What I need for this course

- Excursion fees apply

**Recommendations**

Who should do this course

- Students who are achieving a C grade or higher in Year 10 Science

**Exclusions**

What you cannot do with this course

- None

**This course is often chosen with**

- Biology, Geography, Chemistry, Investigating Science, Physics

**Career Options**

How will this subject help me in the future

This course prepares students for further study in a range of science based courses at university and other tertiary institutions.

Career options include: Geologist, tourism officer, agriculturist, environmental engineer, environmental manager, environmental scientist.
INVESTIGATING SCIENCE

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 and Year 12</td>
<td>Category A</td>
<td>Yes</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

Course Outline

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena.

The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives. The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Course Content

Year 11

Core Modules
- Cause and Effect - Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws
- Depth Studies 15 hours

Year 12

Core Modules
- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society
- Depth Studies 15 hours

Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

HSC Assessment

External Assessment
A three-hour written examination consisting of:

Core Modules
Multiple-choice questions
Short-answer questions

Questions / question parts focusing on Core Module Working Scientifically will be incorporated into both the Core and Depth Studies sections of the paper

Weighting

40%
60%

Special Requirements/Equipment
What I need for this course
None

Recommendations
Who should do this course
Students who are achieving a C grade or higher in Year 10 Science

Exclusions
What you cannot do with this course
None

This course is often chosen with
Other Sciences, PDHPE

Career Options
How will this subject help me in the future
This course prepares students for further study of a range of courses at university and other tertiary institutions.

Career options include: Nurse, midwife, teacher, beauty therapist, fitness instructor, child care worker, agricultural technician, forestry advisor
Course Outline
Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students acquire skills to solve real life problems.

Through Marine Studies students will develop:
- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context

Course Content
Core Modules
- Marine Safety and First Aid (6 hours)
- The Marine Environment (6 hours)
- Life in the Sea (6 hours)
- Humans in Water (6 hours)
- Marine and Maritime Employment (6 hours)

Elective Modules (30 hours)
Choice of one or two of the optional Modules for the Elective
- Resuscitation Certificate (15 hours)
- First Aid Certificate (15 hours)
- Dangerous Marine Creatures (30 hours)
- Estuarine Studies (30 hours)
- Coastal Studies (30 hours)
- Coral Reef Ecology (30 hours)
- Oceanography (15/30 hours)
- Local Area Study (15 hours)
- Sea Birds of Our Coast (15 hours)
- Commercial and Recreational Fishing (30 hours)
- Aquaculture (15/30 hours)
- Marine Resource Management (15 hours)
- Marine Aquarium (15/30 hours)
- Anatomy and Physiology of Marine Organisms (15/30 hours)
- Seafood Handling and Processing (30 hours)
- Skin Diving and Diving Science (30 hours)
- Marine Engineering (30 hours)
- Marine Archaeology (30 hours)
- Boating and Seamanship (30 hours)
- Marine Craft Construction and Repair (30 hours)
- Pilotage and Navigation (15/30 hours)
- Marine Communication (30 hours)
- Wind Powered Craft (30 hours)
- Personal Interest Project (30 hours)

Assessment
The course will be assessed using a range of theory exams, practical tasks and research projects.

Special Requirements/Equipment
What I need for this course
The course is very practical and requires students to be competent swimmers. Some parts of the course are assessed by professional organisations which will involve excursion costs.
Swimming training, snorkelling gear and snorkelling excursion. Fees apply

Recommendations
Who should do this course
Students who are achieving a D grade or higher in Year 10 Science

Exclusions
What you cannot do with this course
This course does not continue to a HSC Science course

This course is often chosen with
General Mathematics, CAFS, Hospitality

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of courses at TAFE and other tertiary institutions.

Career options include: Scuba diver instructor, boat handler, marine research assistant, fisheries research biological technician, ichthyologist, fishery biologist, marine mammologist, microbiologist
# PHYSICS

## Course Outline

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

Students who study Physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

## Course Content

### Year 11

**Core Modules**
- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism
- Depth Studies 15 hours

### Year 12

**Core Modules**
- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom
- Depth Studies 15 hours

Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

## HSC Assessment

**External Assessment**

A three-hour written examination consisting of:

- **Core Modules**
  - Multiple-choice questions
  - Short-answer questions
  
- Questions / question parts focusing on Core Module

Working Scientifically will be incorporated into both the Core and Depth Studies sections of the paper

**Weighting**

- Core Modules: 40%
- Questions / question parts focusing on Core Module: 60%

## Special Requirements/Equipment

**What I need for this course**

- Elective and excursion fees apply

## Recommendations

**Who should do this course**

- Students who are achieving an A or B in Year 10 Science and are selecting Mathematics.

## Exclusions

**What you cannot do with this course**

- None

## This course is often chosen with

- Biology, Chemistry, Economics, Investigating Science, Mathematics, Mathematics Extension, PDHPE

## Career Options

**How will this subject help me in the future**

This course prepares students for further study in a range of science and engineering courses at university and other tertiary institutions.

Career options include: Medical practitioner, physiotherapist, engineer, pilot, medical scientist, exercise and sport scientist, radiographer, dentist, pharmacist, veterinarian, psychology, chiropractor
### Course Outline

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

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

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

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

### Course Content

The Year 12 course consists of four modules:

#### Year 12

- **Module 1**: The Foundations of Scientific Thinking
- **Module 2**: The Scientific Research Proposal
- **Module 3**: The Data, Evidence and Decisions
- **Module 4**: The Scientific Research Report

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

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

### Special Requirements/Equipment

**What I need for this course**

None

**Recommendations**

**Who should do this course**

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

**Exclusions**

**What you cannot do with this course**

None

This course is often chosen with Biology, Chemistry, Environmental Science, Investigating Science Physics.

### HSC Assessment

**Scientific Research Portfolio and Examination - TBC**

### Career Options

**How will this subject help me in the future**

This course prepares students for further study of a range of courses at university and other tertiary institutions.

Career options include: Medical practitioner, physiotherapist, engineer, pilot, medical scientist, exercise and sport scientist, radiographer, dentist, pharmacist, veterinarian, psychologist, chiropractor.
TAS

Community and Family Studies
Food Technology
Industrial Technology – Graphics
Industrial Technology - Multi Media
Industrial Technology – Timber
Information Processes Technology
Textiles and Design

Mrs Spark
Leader of Learning
COMMUNITY AND FAMILY STUDIES

2 unit
Year 11 and Year 12

Board Developed Course
Category A

ATAR
Yes

Hours Studied
120 per year

Course Outline
Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students’ general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Community and Family Studies utilises an ecological framework to investigate the interactions among the individual, family, community and society. Recognition of the interdependence of the individual and other groups is central to the framework. Consequently, this syllabus focuses the Year 11 course on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors.

Other Relevant Curriculum Information:
Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Students are involved in excursions within the local community and related to topics studied. Most excursions are within walking distance from school. Some may involve a nominal fee. In the Year 11 course excursions link directly with Assessment Tasks.

Course Content
Year 11
- Resource Management Basic concepts of the resource management process (approx 20% of course time).
- Individuals and Groups, The individual’s roles, relationships and tasks within groups (approx 40% of course time).
- Families and Communities Family structures and functions and the interaction between family and community (approx 40% of course time).

Year 12
- Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approx 25%).
- Groups in Context The characteristics and needs of specific community groups (approx 25%).
- Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approx 25%).
- Option Module. Choose one (approx 25%)

HSC Assessment

External Assessment

A three-hour written examination consisting of:
Section I:
  Part A: Objective response questions Part B: short answer
Section II:
Three questions, one on each of the Year 12 option modules:
- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

Candidates attempt one question only

Weighting
75%
25%

Career Options

How will this subject help me in the future
This course prepares students for further study in a range of arts / humanities, social science, health science, sociology, psychology and education courses at university and other tertiary institutions.

Career options include: Psychologist, teacher, social worker, nurse, counsellor, community and welfare worker

Subject Selection Handbook  Trinity Catholic College Lismore  66
FOOD TECHNOLOGY

2 unit
Year 11 and Year 12
Board Developed Course
Category A
ATAR
Yes
Hours Studied
120 per year

Course Outline
Students will develop knowledge and understanding about the production, processing and consumption 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.

Other Relevant Curriculum Information:
In order to meet the course requirements, students must “learn about” food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is mandatory that students undertake practical activities. Such experimental learning activities are specified in the “learn to” section of each strand.

Course Content
Year 11
- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC
- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

HSC ASSESSMENT

<table>
<thead>
<tr>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of Food Technology (20%)</td>
</tr>
<tr>
<td>Skills in researching, analysing and communicating food issues (30%)</td>
</tr>
<tr>
<td>Skills in experimenting with and preparing food by applying theoretical concepts (30%)</td>
</tr>
<tr>
<td>Skills in designing, implementing and evaluating solutions in food situations (20%)</td>
</tr>
</tbody>
</table>

Special Requirements/Equipment
White apron, black leather school shoes
Fees apply

Recommendations
Who should do this course
Students who have an interest in Food and Nutrition and / or wish to undertake study with a focus on a relevant and familiar subject base

Exclusions
What you cannot do with this course
None

This course is often chosen with
PDHPE, Biology, Chemistry, Hospitality

Career Options
How will this subject help me in the future
This course prepares students for further study in food and nutrition courses at university and other tertiary institutions.

Career options include: Dietician, food technologist, teacher, social worker, nanny, biochemist, child care worker, food stylist, nutritionist.
INDUSTRIAL TECHNOLOGY - GRAPHICS

**Course Outline**
Industrial Technology consists of Project Work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area, and an introduction to industrial processes and practices.

**Tools & Machines**
- CADD software, mechanical drawing equipment, 3D printers, photocopiers, laminators, scanners, vinyl cutter, appropriate paper sizes, stationery

**Processes**
- Freehand drawing, Pictorial drawing, Engineering and Product drawing, Architectural drawing, Presentation techniques

**Principles & Standards**
- Third and First angle projection, scale, AS1100

**Course Content**

**Year 11**
- **Industry Study** 15%
  - Study of the organisation and management of an individual business within the focus area
- **Design** 10%
  - Design and plan projects through the completion of associated folios
- **Management and Communication** 20%
  - Manage work through the completion of a management folio linked to each project produced
- **Production** 40%
  - Developing knowledge and skills through the construction of a number of projects and acquisition of relevant practical skills
- **Industry Related Manufacturing Technology** 15%
  - Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects

**Year 12**
- **Industry Study** 15%
  - Study of the organisation and management of the industry related to the focus
- **Major Project** 60%
  - **Design, Management and Communication**
    - Application of design principles in the production of the Major Project
  - **Production**
    - Applying knowledge and skills through the construction of a Major Project
- **Industry Related Manufacturing Technology** 25%
  - Demonstrated knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project and studies new / emerging technologies associated with the industry

**HSC ASSESSMENT**
- **External Assessment**
  - Written examination
  - **Section I**
    - Industry Related Manufacturing Technology Objective response questions specific to each industry focus area 10%
  - **Section II**
    - Industry Related Manufacturing Technology Short-answer questions specific to each industry focus area 15%
  - **Section III**
    - Industry Study Candidates answer two structured extended response questions 15%
    - Major Project 60%

**Special Requirements/Equipment**
- **What I need for this course**
  - Wireless roller mouse. Materials required for Major Design Project are the responsibility of the student and are an additional cost to the subject fee. Fees apply

**Recommendations**
- **Who should do this course**
  - Students who are completing Year 9 / 10 Graphics Technology and / or students interested in drawing and design

**Exclusions**
- **What you cannot do with this course**
  - Cannot be studied with another Industrial Technology Course

**This course is often chosen with**
- Visual Arts, VET Metal and Engineering

**Career Options**
- **How will this subject help me in the future**
  - This course prepares students for further study in design and visual communication courses at university and other tertiary institutions.
- **Career options include**
  - Graphic designer, advertising / marketing, architect, engineer
INDUSTRIAL TECHNOLOGY - MULTIMEDIA

Course Outline
In the Year 11 Course, students will get a hands-on approach in how to use industry standard computer software and hardware. Students will learn, but not be limited to the use of Adobe Photoshop, Adobe Illustrator and Adobe InDesign for graphic design work. They will also learn Adobe Premiere Pro, Adobe After Effects and Adobe Audacity to edit video footage, manipulate audio and create motion graphics. Students will also learn how to operate multimedia equipment such as video and still cameras, graphics tablets, microphones and green screen technology to create digital projects.

In the Year 11 Course the students will get a crash course in basic fundamental Multimedia skills. They will learn how to use their Multimedia skills to design and create logos, business cards and posters. A study of Multimedia from an industrial perspective will be undertaken focusing on the ABC as a major producer of digital content. Students will create a movie trailer and its DVD cover for the Year 11 Major Project where they will learn industry standard video production and editing skills and techniques.

In the Year 12 course students will build upon the skills learnt in the Year 11 course and create a major multimedia project based on their own interests. A design, management and communication folio documents the research, planning and creation of the major project. Some popular forms of projects the students might undertake could be based on video and film, graphic design, website design and 2D or 3D animation.

Course Content

**Year 11**
- **Industry Study** 15%
  - Study of the organisation and management of an individual business within the focus area
- **Design** 10%
  - Design and plan projects through the completion of associated folios
- **Management and Communication** 20%
  - Manage work through the completion of a management folio linked to each project produced
- **Production** 40%
  - Developing knowledge and skills through the construction of a number of projects and acquisition of relevant practical skills
- **Industry Related Manufacturing Technology** 15%
  - Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects

**Year 12**
- **Industry Study** 15%
  - Study of the organisation and management of the industry related to the focus
- **Major Project** 60%
  - **Design, Management and Communication**
    - Application of design principles in the production of the Major Project
  - **Production**
    - Applying knowledge and skills through the construction of a Major Project
- **Industry Related Manufacturing Technology** 25%
  - Demonstrated knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry

**HSC ASSESSMENT**
- **External Assessment**
  - Written examination
  - **Section I**
    - Industry Related Manufacturing Technology Objective response questions specific to each industry focus area 10%
  - **Section II**
    - Industry Related Manufacturing Technology Short-answer questions specific to each industry focus area 15%
  - **Section III**
    - Industry Study Candidates answer two structured extended response questions 15%
    - Major Project 60%

Special Requirements/Equipment
- **What I need for this course**
  - Fees apply

Recommendations
- **Who should do this course**
  - Students who are completing Year 9/10 Visual Arts, Photography or Information and Software Technology and / or students interested in multimedia

Exclusions
- **What you cannot do with this course**
  - Cannot be studied with another Industrial Technology Course

This course is often chosen with
- Visual Arts, Photography, Drama, VET Entertainment, Information Processes and Technology, Business Studies, Music

Career Options
- **How will this subject help me in the future**
  - This course prepares students for further study in design and visual communication courses at university and other tertiary institutions.
  - Career options include: Graphic designer, multimedia developer, animator, videography, motion graphics artist, special effects creator, web developer and designer and many more
## INDUSTRIAL TECHNOLOGY - TIMBER

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 and Year 12</td>
<td>Category A</td>
<td>Yes</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

### Course Outline

Industrial Technology consists of Project Work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area, and an introduction to industrial processes and practices.

**Materials**
- timber and timber products
- fittings and allied materials

**Process, tools & machinery**
- component manufacturing, carcase construction, framing assembly, fabrication, laminating, finishing

**Tools & machinery**
- use and maintenance

### Course Content

**Year 11**
- **Industry Study 15%**
  - Study of the organisation and management of an individual business within the focus area
- **Design 10%**
  - Design and plan projects through the completion of associated folios
- **Management and Communication 20%**
  - Manage work through the completion of a management folio linked to each project produced
- **Production 40%**
  - Developing knowledge and skills through the construction of a number of projects and acquisition of relevant practical skills
- **Industry Related Manufacturing Technology 15%**
  - Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects

**Year 12**
- **Industry Study 15%**
  - Study of the organisation and management of the industry related to the focus
- **Major Project 60%**
  - **Design, Management and Communication**
    - Application of design principles in the production of the Major Project
  - **Production**
    - Applying knowledge and skills through the construction of a Major Project
- **Industry Related Manufacturing Technology 25%**
  - Demonstrated knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project and studies new / emerging technologies associated with the industry

### HSC ASSESSMENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I</strong></td>
<td>10%</td>
</tr>
<tr>
<td>Industry Related Manufacturing Technology Objective response questions specific to each industry focus area</td>
<td></td>
</tr>
<tr>
<td><strong>Section II</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Industry Related Manufacturing Technology Short-answer questions specific to each industry focus area</td>
<td></td>
</tr>
<tr>
<td><strong>Section III</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Industry Study Candidates answer two structured extended response questions</td>
<td></td>
</tr>
<tr>
<td><strong>Major Project</strong></td>
<td>60%</td>
</tr>
</tbody>
</table>

### Special Requirements/Equipment

**What I need for this course**

Materials required for Major Design Project are the responsibility of the student and are an additional cost to the subject fee. Fees apply.

**Recommendations**

**Who should do this course**

Students who are completing Year 9 / 10 Industrial Technology Wood and / or students interested in developing skills working with Timber

**Exclusions**

**What you cannot do with this course**

Cannot be studied with another Industrial Technology Course

**This course is often chosen with**

VET Metal and Engineering

**Career Options**

**How will this subject help me in the future**

This course prepares students for further study in design and visual communication courses at university and other tertiary institutions.

Career options include: Cabinets, furniture making, carpentry, construction, engineering
INFORMATION PROCESSES AND TECHNOLOGY

2 unit
Year 11 and Year 12
Board Developed Course
Category A
ATAR
Yes
Hours Studied
120 per year

Course Outline
Information Processes and Technology (IPT) is a subject that deals with information-based systems and project management to build computer systems.

You will learn about the information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Through project work, students will create their own information systems to meet an identified need.

Throughout the course you will study multimedia systems, communication systems, databases and spreadsheets in real world contexts. Students also learn about project management skills, teamwork and communication, and along the way pick up many general computing concepts. This subject will complement many of your other subjects, giving you many skills that you can take away into life beyond school.

Course Content
Year 11
Introduction to Information Skills and Systems (20%)
Tools for Information Processes (50%)
Developing Information Systems (30%)

Year 12
Core
Project Management (20%)
Information Systems and Databases (20%)
Communication Systems (20%)

Option Strands (40%)
Students will study the following TWO options:
• Transaction Processing Systems
• Multimedia Systems

HSC ASSESSMENT
External Assessment
Written examination
The paper will consist of three sections:

Section I Core
• There will be objective response questions
  20 marks

Section II Core
• There will be four questions. Questions will consist of short answer parts
  40 marks

Section III Options
• There will be four questions, one for each of the options
  Candidates will be required to answer the questions on the two options they have studied
  Each question will consist of approximately six short answer parts
  40 marks

Special Requirements/Equipment
What I need for this course
Fees apply

Recommendations
Who should do this course
Students currently studying Information and Software Technology and/or students who have an interest in computers and technology and wish to improve their range of skills for future employment/study

Exclusions
What you cannot do with this course
None

This course is often chosen with
Industrial Technology – Multimedia, Business Studies

Career Options
How will this subject help me in the future
This course prepares students for further study in Information Technology courses at university and other tertiary institutions.

Career options include: Systems and business analysts, computer network professionals, ICT managers, system or database administrator, multimedia or website developers

Subject Selection Handbook Trinity Catholic College Lismore
TEXTILES AND DESIGN

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Board Developed Course</th>
<th>ATAR</th>
<th>Hours Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 and Year 12</td>
<td>Category A</td>
<td>Yes</td>
<td>120 per year</td>
</tr>
</tbody>
</table>

Course Outline
The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two Year 11 textile projects.

The HSC course builds upon the Year 11 course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s. HSC textiles projects can come from the following focus areas: apparel, furnishings, costume, textiles art or non apparel.

Other Relevant Curriculum Information:
Field studies will apply in both Year 11 and HSC courses, including visits to local area exhibitions and producers. Costs may include entry and travel, and are subject to approval.

Course Content
Year 11
- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)

Year 12
- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

HSC ASSESSMENT
External Assessment
Written Examination 1 ½ hours

- Section I
  - Objective responses 10 marks 50%
- Section II
  - Three short answer questions 24 marks
- Section III
  - Two extended response questions selected from Design
  - AND Properties and Performance of Textiles Area of
  - Study 16 marks

Major Design Project
Has TWO components: textile item(s) related to selected focus area and supporting documentation detailing design inspiration, visual design development, manufacturing specification and investigation, experimentation and evaluation.

Special Requirements/Equipment
What I need for this course
Students need to fund their own design projects. Fees apply

Recommendations
Who should do this course
Students who have studied Textiles Technology in Year 9 / 10 and / or have an interest in textile design, fashion, clothing production, fine art and costume

Exclusions
What you cannot do with this course
This course is often chosen with
Visual Arts

Career Options
How will this subject help me in the future
This course prepares students for further study in a range of design courses at university and other tertiary institutions.

Career options include: Fashion designer, stylist, textile artist, interior designer, engineer, visual communication, industrial designer
OTHER COURSES

Life Skills
School delivered VET Courses
TAFE delivered TVET Courses

Mrs Ivers
Learning Support

Mr Clarke
Distance Education

Mr Clarke
TAFE - VET
LIFE SKILLS

2 unit
Year 11 and Year 12

Life Skills Course

ATAR NO

Hours Studied 120 per year

Course Outline

*Life Skills Courses in the Stage 6 Curriculum*

Stage 6 Life Skills courses were developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. Each course stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by the students.

Students with special education needs can meet the requirements of the HSC using a full or partial Life Skills program of study courses or a combination of Life Skills Courses. This flexibility allows students to develop a pattern of study that challenges them and that facilitates a successful transition from school to adult life.

The Board has developed 8 Stage 6 Life Skills syllabuses. They each comprise a 2-unit Year 11 Course and a 2-unit Year 12 course. The Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student’s Australian Tertiary Admission Rank (ATAR). The decision to access one or more Stage 6 Life Skills course is made collaboratively with the student, parent / carers, teachers and the Learning Enrichment Department. In general, students enrolling in Stage 6 Life Skills courses will have completed several courses based on Life Skills outcomes and content in Stage 5. However, in special circumstances, a student who has not undertaken Life Skills courses in Stage 5 may enrol in Stage 6 Life Skills courses.

Course Content

The Stage 6 Life Skills syllabuses are as follows:

- English Life Skills
- Creative Arts Life Skills
  - Dance
  - Drama
  - Music
  - Visual Arts
- Human Society and Its Environment Life Skills
  - Business and Economics
  - Citizenship and Legal Studies
  - Geography
  - History
  - Society and Culture
  - Studies of Religion
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Science Life Skills
- Technology Life Skills
  - Agriculture
  - Design and Technology
  - Food Technology
  - Industrial Technology
  - Information Processes and Technology
  - Textiles and Design
- Work and the Community Life Skills

The above courses are offered subject to availability of staffing and resources.

Special Requirements/Equipment

*What I need for this course*

None

Recommendations

*Who should do this course*

Students for whom the regular HSC courses are not appropriate

Exclusions

*What you cannot do with this course*

You cannot study two courses in the same subject eg History Life Skills & History

Career Options

*How will this subject help me in the future*

Life Skills courses provide a flexible structure in which students can pursue their interests, prepare for further education and training and participate in work experience.
EARLY CHILDHOOD EDUCATION AND CARE

Course Outline
This nationally recognised qualification provides you with the skills, knowledge and experience to launch your career in childcare. Students learn to work in a range of early childhood settings within the requirements of early childhood education settings under the National Quality Standard, as well as adhering to the Education and Care Services National Regulations.

Other Relevant Curriculum Information:
During the course students are required to complete a minimum of 70 hours of work placement – in a licensed and registered early childhood centre. The students will also complete HLTAID004 – which is a current First Aid qualification.

Course Content
This course is based on units of competency, which have been developed by the early childhood education and care industry to describe the competencies, skills and knowledge required by workers in the industry. Competencies studied will include:

Year 11
- HLTAID004 Provide an emergency first aid response in an education / child care setting
- HLTWHS001 Participate in work health and safety
- CHCECE002 Ensure the health and safety of children
- CHCECE009 Use an approved learning framework to guide practice
- CHCECE004 Promote and provide healthy food and drinks
- CHCPRT001 Identify and respond to children and young people at risk
- HSC
  - CHCECE005 Provide care for babies and toddlers
  - CHCECE003 Provide care for children
  - CHCECE010 Support the holistic development of children in early childhood

Competency-Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

NOTE:
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Career Options
How will this subject help me in the future
Students will gain experience and knowledge in supporting children’s wellbeing, learning and development, so that they can work in a variety of workplaces, including pre-schools and long day care centres. This course is also a pathway that can take you into further study in teaching and early childhood education degrees at a variety of universities.

Career options include: Child care assistant, child care educator, family day care assistant or educator, mobile childcare assistant or educator, professional nanny, recreation assistant, playgroup supervisor

Special Requirements/Equipment
What I need for this course
Fees apply

Recommendations
Who should do this course
Students who are completing the Year 9/10 Child Studies elective and who are interested in a career in Early Childhood

Exclusions
What you cannot do with this course
None

This course is often chosen with
Community & Family Studies, PDHPE, Society & Culture

Subject Selection Handbook Trinity Catholic College Lismore 75
ENTERTAINMENT

2 unit
Year 11 and Year 12

Board Developed Course
Category B

ATAR
Yes
Hours Studied
240 over two years

Course Outline
Entertainment offers training opportunities to students who are interested in anything to do with live performance and events: concerts, theatre, lighting and sound, staging and set design and dealing with patrons and professionals. This course will provide opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the entertainment industry, as well as skills, knowledge and experience such as teamwork, creativity and innovation that are transferable to other industry areas.

Other Relevant Curriculum Information:
Minimum mandatory work placement - 70 hours. Thirty-five of these hours will be completed on site assisting in the technical operations of College events. The remainder hours will be completed off site in which students are placed within the industry and will be undertaken in Year 11. Students will acquire their First Aid Certificate and White Card (WHS) through this course.

Course Content
This course is based on units of competency, which have been developed by the entertainment industry to describe the competencies, skills and knowledge required by workers in the industry. Competencies studied will include:

- **CUALGT301** Operate basic lighting
- **CUAVSS302** Operate vision systems
- **BSBWOR301B** Organise personal work priorities and development
- **HLTAID003** Provide First Aid
- **CUAIN0301** Work effectively in the creative arts industry
- **CUSOHS301A** Follow occupational health and safety procedures
- **CPCCOHS1001A** Work safely in the construction industry
- **SITXCCS303** Provide service to customers
- **CUASOU301** Undertake live audio operations
- **CUVPRP304A** Participate in collaborative creative projects
- **CUASTA202** Assist with bump in and bump out of shows
- **CUASTA301** Assist with production operations for live performance

Competency-Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

NOTE:
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Special Requirements/Equipment
*What I need for this course*
- Black T-shirt with logo (organised through College $20), black trousers, black leather hard cap shoes. Fees apply

Recommendations
*Who should do this course*
Students who are completing the Year 9/10 Music / Drama / Arts / Dance and Multimedia electives and / or with an interest in the Entertainment Industry

Exclusions
*What you cannot do with this course*
None

This course is often chosen with
Music, Drama, Dance, Multimedia, Photography

Career Options
*How will this subject help me in the future*
Entertainment offers training opportunities to students who are interested in the Live Performance, Events, and Concerts industry.

Career options include: Lighting designer or technician, sound engineer, visual / audio technician, front of house assistant, scenic artist, stage manager, assistant stage manager, tour manager, TV broadcasting / film maker, event coordinator or manager.
**HOSPITALITY – KITCHEN OPERATIONS**

<table>
<thead>
<tr>
<th>2 unit</th>
<th>Year 11 and Year 12</th>
<th>Board Developed Course</th>
<th>Category B</th>
<th>ATAR</th>
<th>YES</th>
<th>Hours Studied</th>
</tr>
</thead>
</table>

**Course Outline**
This course provides students with the opportunity to gain a range of skills and knowledge suitable for employment in a hospitality environment and to provide pathways for university and other tertiary study. The NESA and the VET Quality Framework require that a competency based approach to assessment is used to describe the competencies, skills and knowledge needed by workers in this industry. Assessment must meet the requirements of the **SIT12 Tourism, Travel and Hospitality Training Package**. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills.

**Other Relevant Curriculum Information:**
Minimum mandatory 70 hours of work placement in an appropriate hospitality workplace. Students who nominate to undertake the HSC Examination can have their mark contribute to their ATAR score.

**Course Content**
This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry. Competencies studied will include:

- SITXFSA001 Use hygienic practices for food safety
- SITXFSA002 Participate in safe food handling practices
- SITXWHS001 Participate in safe work practices
- SITHKOP001 Clean kitchen premises and equipment
- SITHCCC001 Use food preparation equipment
- SITHCCC002 Prepare and present simple dishes
- SITHFAB005 Prepare and serve espresso coffee
- SITHCCC006 Prepare appetisers and salads
- SITHCCC003 Prepare and present sandwiches
- SITHIND002 Source and use information on the hospitality industry
- BSBWOR203 Work effectively with others
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC011 Use cookery skills effectively
- SITXINV002 Maintain the quality of perishable items

**HSC Assessment**
The HSC examination for Hospitality will involve a written examination consisting of multiple-choice items, short answers and extended response items. It may be used in the calculation of an ATAR.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**VET Course** Statement of Attainment towards the Certificate II in Hospitality (Kitchen Operations). In a competency based course, assessment of competencies is standards-referenced. This means a participant’s performance is judged against a prescribed standard contained in each unit of competence. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**Special Requirements/Equipment**
*What I need for this course*
Students are required to hire and return a full hospitality uniform. Students may be required to participate in some catering events after hours. Fees apply

**Recommendations**
*Who should do this course*
Students who are completing Year 9 / 10 Food Technology and / or have an interest in the commercial aspect of food preparation

**Exclusions**
*What you cannot do with this course*
None

**This course is often chosen with**
Food Technology, Business Services, Business Studies, CAFS

**Career Options**
*How will this subject help me in the future*
This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, casinos, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

Career options include: **Breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook**
### Course Outline
This course provides students with the opportunity to obtain national vocational qualifications for employment in the manufacturing, engineering and related industries. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include metal fabrication, fitter, toolmaker, engineering drafter, and mechanical or production engineer.

### Other Relevant Curriculum Information:
Minimum mandatory work placement - 70 hours.

### Course Content
This course is based on units of competency, which have been developed by the engineering industry to describe the competencies, skills and knowledge required by workers in the industry. Competencies studied will include:

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEM14001A Plan to undertake a routine task
- MEM18001C Use hand tools
- MEM05004C Perform oxy acetylene welding
- MEM18002B Use power tools / hand held operations
- MEM05012C Perform routine manual metal arc welding
- MEM16007A Work with others in a manufacturing, engineering or related environment
- MEM12023A Perform engineering measurements
- MEM05005B Carry out mechanical cutting
- MEM09002B Interpret technical drawing
- MEM07032B Use workshop machines for basic operations
- MEM12001B Use comparison and basic measurement devices
- MEM15002A Apply quality systems
- MEM15024A Apply quality procedures
- MEM12024A Perform computations

### Competency-Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

### NOTE:
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

### Special Requirements/Equipment
- What I need for this course
  - Fees apply

### Recommendations
- Who should do this course
  - Students who are interested in practical applications of metal working and maintenance of machinery and equipment would be suited to this industry

### Exclusions
- What you cannot do with this course
  - None

### This course is often chosen with
- Industrial Technology – Timber

### Career Options
- How will this subject help me in the future
  - Metal and Engineering offers training opportunities to students who are interested in Engineering, Manufacturing, Maintenance, Metal trades and working alongside other professionals.
  - Career options include: Engineer (civil, structural, mechanical), metal fabricator, metal machinist, sheetmetal worker, maintenance worker
Course Outline
The Alternative Pathway Program (APP) offers students a distinct passage to various post-school options: work, vocational education and/or tertiary studies. The APP provides students with a structured approach to meet their individual needs, goals and aspirations in a flexible learning environment. Those students wishing to acquire skills, qualifications and credentials to prepare them for success post-school are worthy candidates for this program.

The Alternative Pathways Program has been designed to cater for the needs of students wishing to prepare themselves holistically for the 21st century workforce. This is a targeted program for students wishing to explore their academic and vocational potential in a supportive environment.

Course Content
The APP Program Pattern of Study Options are as follows:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Line 1</th>
<th>Line 2</th>
<th>Line 3</th>
<th>Line 4</th>
<th>Line 5</th>
<th>Line 6</th>
<th>Line 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies Board Developed Course Category B</td>
<td>Maths Standard Board Developed Course Yr 12 Maths Standard 1 (Category B) Maths Standard (Category A)</td>
<td>Work Studies Board Endorsed Course</td>
<td>TVET/VET</td>
<td>TVET/VET</td>
<td>Catholic Studies Board Endorsed Course</td>
<td>SLR Board Endorsed Course</td>
<td></td>
</tr>
</tbody>
</table>

To be eligible for an HSC, students must be BDC:
- Hospitality
- Entertainment
- Metals

BEC: Early Childhood Education and Care
TAFE offered BDC E.g. Business services, Construction, retail, Primary Industries

To be eligible for an HSC in Year 12, students must be BDC:
- Hospitality
- Entertainment
- Metals

BEC: Early Childhood Education and Care
TAFE offered BDC E.g. Business services, Construction, retail, Primary Industries

Special Requirements/Equipment
What I need for this course

Recommendations
Who should do this course

Potential candidates may include, but not be limited to, the following:
- Students who are disengaged with current learning patterns;
- Students who have been identified as not wanting to pursue an ATAR pathway;
- Students who require additional support to maintain attendance and engagement in College life;
- Students who have already identified a career pathway;
- Students who are looking to gain skills in preparation to transfer to the workforce;
- Students who are committed to School Based Traineeships or School Based Apprenticeships;
- Students who may wish to undertake more than 1 VET or TVET framework; and
- Students who wish to acquire qualifications aside from the HSC.

Exclusions
What you cannot do with this course

Students cannot study two TVET courses however you can study one TVET and one VET course or two VET courses if they wish to gain a HSC.

Career Options
How will this subject help me in the future

Traineeships, Apprenticeships, post school trades
**TAFE DELIVERED TVET COURSES**

*TAFE delivered Vocational Education & Training (TVET)* courses allow students to undertake units that contribute to their Year 11 and Year 12 pattern of study in Years 11 and 12 and provide an introduction to learning in a tertiary environment.

Course completion leads to recognition in further studies at TAFE in related courses. In some courses students are able to obtain a TAFE qualification, TAFE Statement of Attainment, Certificate Level I, II, or III.

**TVET** courses in Industry Curriculum Frameworks are eligible for inclusion in calculation of a student’s Australian Tertiary Admissions Rank (ATAR). These courses are classified as Category B courses.

**TAFE** colleges offer many support services that **TVET** students may access. These include Student Association, Counselling, Employment & Career advice. All TAFE Teachers are highly trained and have recent industry experience.

TVET courses will attract a fee.
## PROPOSED COURSE COSTS FOR 2020

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YEAR 11</td>
</tr>
<tr>
<td>Biology #</td>
<td>$46</td>
</tr>
<tr>
<td>Chemistry #</td>
<td>$36</td>
</tr>
<tr>
<td>Community &amp; Family Studies #</td>
<td>$33</td>
</tr>
<tr>
<td>Dance #</td>
<td>$68</td>
</tr>
<tr>
<td>Drama #</td>
<td>$68</td>
</tr>
<tr>
<td>Early Childhood Education and Care *</td>
<td>$128</td>
</tr>
<tr>
<td>Entertainment * #</td>
<td>$150</td>
</tr>
<tr>
<td>Food Technology #</td>
<td>$140</td>
</tr>
<tr>
<td>French (Beginners / Continuers / Extension)</td>
<td>$20</td>
</tr>
<tr>
<td>Hospitality - Kitchen Operations *</td>
<td>$150</td>
</tr>
<tr>
<td>Industrial Technology:</td>
<td></td>
</tr>
<tr>
<td>- Graphics Technologies</td>
<td>$84</td>
</tr>
<tr>
<td>- Multimedia Industries</td>
<td>$88</td>
</tr>
<tr>
<td>- Timber &amp; Furniture Products Industries</td>
<td>$131</td>
</tr>
<tr>
<td>Information Processes &amp; Technology</td>
<td>$110</td>
</tr>
<tr>
<td>Italian (Beginners / Continuers / Extension)</td>
<td>$20</td>
</tr>
<tr>
<td>Marine Studies #</td>
<td>TBA</td>
</tr>
<tr>
<td>Mathematics (Mathspace) – Standard, Advanced, Ext 1, Ext 2</td>
<td>$18</td>
</tr>
<tr>
<td>Metal and Engineering *</td>
<td>$203</td>
</tr>
<tr>
<td>Music 1 #</td>
<td>$68</td>
</tr>
<tr>
<td>Photography, Video &amp; Digital Imaging : Digital Imaging</td>
<td>$167</td>
</tr>
<tr>
<td>Physics #</td>
<td>$36</td>
</tr>
<tr>
<td>Textiles &amp; Design #</td>
<td>$110</td>
</tr>
<tr>
<td>Visual Arts #</td>
<td>$203</td>
</tr>
<tr>
<td>Work Studies</td>
<td>$45</td>
</tr>
</tbody>
</table>

* Course cost includes Work Placement Insurance Levy.  
# Excursion and material costs are additional to fee costs.

**NB:** Course costs may vary based on future resource needs.