



*Journeying with
Compassion*

SUBJECT INFORMATION HANDBOOK

**Year 11 and Year 12 Courses
for the Higher School Certificate
2026 – 2027**

Issued June 2025

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PRINCIPALS INTRODUCTION

Dear Parents and Carers and Students of Year 10

This handbook is designed to help you make the best decisions about your pattern of study for Year 11 2026. Choosing how to continue with education past Year 10 is a significant milestone in your life journey. It is important that you take the time to consider your options. Listen carefully to the advice you will be given and make realistic assessments of your abilities and interests. Senior study requires increased commitment and application. All senior courses are demanding, but by choosing courses that match your abilities and interests you will be able to to maximise your chances of an enjoyable, successful two years.

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

This handbook is divided into sections. Part A contains general information that you are advised to read carefully. The information contained in Parts B to E of the handbook is from the NSW Education Standards Authority (NESA) and it provides guidelines to assist you in your subject selection. Part F outlines the subject selection process. It is recommended that you consult the Universities Admission Centre Guide if you are planning to apply for University. Through the subject selection process, your teachers at Good Samaritan Catholic College will also be happy to discuss options with you.

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



Mr Pablo Grana
College Principal

PART A

MAKING SUBJECT CHOICES

MAKING SUBJECT CHOICES

PATTERNS OF STUDY

TERTIARY PATHWAY

WORKPLACE & TRAINING PATHWAY

TERTIARY

12 Units of study

Which includes:

2 Units of English

At least 1 Unit of Religious
Education

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

8 Units from the remaining
Board Developed Courses

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

WPTP

12 Units of study

Which includes:

2 Units of English Studies

1 Unit Studies in Catholic
Thought

1 Unit of a Board Endorsed
Course

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

How should you choose your subjects?

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

GUIDELINES AND REGULATIONS

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

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

Study pathway must include a minimum of:

- Six units of Board Developed Courses
- Two units of English
- Three courses of 2 unit value or greater
- Four subjects

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

<http://educationstandards.nsw.edu.au>

At Good Samaritan Catholic College, students must:

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

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

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

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

○ INFORMATION TO GUIDE YOUR SENIOR SUBJECT SELECTION

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

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

a) **Year 11 Course**

b) **Year 12 Course**

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

- **The Year 11 Course:**

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

- The **Year 11 Record of School Achievement** will have all subjects studied in Year 11.

- The **Higher School Certificate Record of Achievement** will include Year 12 subjects, and will have all Year 11 subjects.

COURSE UNIT VALUE

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

2 UNIT COURSE:

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

3 UNIT COURSE:

These courses are studied for approximately 180 hours per year.

EXTENSION COURSE:

Extension courses build on the content of the 2 Unit course carrying an additional value of 1 unit. Requiring students to work beyond the standard of the 2 Unit course.

English and Mathematics Extension Courses are available. Students must study the Year 11 Extension Course (Extension 1) in these subjects before proceeding to the Year 12 extension courses (Extension 2). To undertake an Extended 2 course, a student must work above the standard of the Extension 1 course.

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

1 UNIT COURSE:

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

4 UNIT COURSE:

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

YEAR 11 and YEAR 12 COURSES

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

TYPES OF COURSES

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

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

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

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

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

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

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

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

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

PATTERNS OF STUDY

TERTIARY PATHWAY



UNIVERSITY

12 Units of study

Which includes:

2 Units of English

At least 1 Unit of Religious
Education

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

8 Units from the remaining
Board Developed Courses

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

WORKPLACE & TRAINING PATHWAY



WPTP

12 Units of study

Which includes:

2 Units of English Studies

1 Unit Studies in Catholic
Thought

1 Unit of a Board Endorsed
Course

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

TERTIARY PATHWAY

For an TERTIARY pathway, students must select:

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

You will need 12 Units of study.

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

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

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

WORKPLACE AND TRAINING PATHWAY

For a Workplace Training pathway, students must select:

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

You will need 12 Units of study.

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

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

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

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

Who calculates the ATAR?

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

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

The ATAR is not provided to NESA or individual schools.

Purpose of an ATAR

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

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

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

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

GLOSSARY

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

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

COURSE SUMMARIES FOR SUBJECTS OFFERED AT GOOD SAMARITAN CATHOLIC COLLEGE 2026 - 2027

***Students and parents are advised that the viability
of all Year 11 courses is subject to student
numbers choosing the course to ensure that it can
be staffed/timetabled for 2026.***

PART B

BOARD DEVELOPED COURSES

ANCIENT HISTORY

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

Course Description: The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

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

MAIN TOPICS COVERED

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

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

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

BIOLOGY

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

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

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

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> - Working Scientifically Skills <p>Core Modules:</p> <ul style="list-style-type: none"> - Cells as the Basis of Life - Organisation of Living Things - Biological Diversity - Ecosystem Dynamics 	<ul style="list-style-type: none"> - Working Scientifically Skills <p>Core Modules:</p> <ul style="list-style-type: none"> - Heredity - Genetic Change - Infectious Disease - Non-infectious Disease and Disorders

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

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more specific scientific concepts.

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

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

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

BUSINESS STUDIES

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

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

MAIN TOPICS COVERED

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

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

CHEMISTRY

Status: 2 Unit Board Developed, Category A

Prerequisites: Nil

Exclusions: Nil

Course Description: The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

MAIN TOPICS COVERED

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

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

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for further development of one of more specific scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one or multiple modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

COMMUNITY AND FAMILY STUDIES

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

Course Description: Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

MAIN TOPICS COVERED

YEAR 11 COURSE

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

YEAR 12 COURSE

- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).
- **Higher School Certificate Option Modules one** (approximately 25% of course time) Module is selected
- Individuals and work

Particular Course Requirements: Students are required to complete an Independent Research Project as part of the Year 12 internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

DESIGN AND TECHNOLOGY

Status: 2 Unit Board Developed

Perquisites: Nil

Exclusions: Nil

Course Description:

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

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

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<p><i>Each of the content areas should be introduced and given appropriate emphasis through teaching and learning activities and a minimum of two design projects.</i></p> <p>Designing and Producing</p> <p>The study of:</p> <ul style="list-style-type: none"> design theory and practice design processes factors affecting designing and producing design and production processes in domestic, community, industrial and commercial settings technologies in industrial and commercial settings environmental and social issues creative approaches to design collaborative approaches to design project analysis marketing and market research techniques, materials, tools and other resources the realisation of ideas through the manipulation of techniques, materials tools and other resources work health and safety evaluation project management factors affecting management communication research methods interpreting and presenting data ethics in research manufacturing and production computer-based technologies. <p>As part of this study, students will complete a minimum of two design projects.</p>	<p><i>Each of the content areas is addressed through the major design project, case study and through other teaching and learning activities.</i></p> <p>Innovation and Emerging Technologies</p> <p>The study of:</p> <ul style="list-style-type: none"> designs and design practice factors which may impact on successful innovation entrepreneurial activity the impact of emerging technologies the impact on Australian society historical and cultural influences ethical and environmental issues creativity. <p>As part of this study, students will complete a case study of an innovation which includes reference to the above factors.</p> <p>Designing and Producing</p> <p>The study of:</p> <p>Project proposal and project management</p> <ul style="list-style-type: none"> identification and exploration of the need areas of investigation criteria to evaluate success action, time and finance plans <p>Project development and realisation</p> <ul style="list-style-type: none"> design theory and practice creativity research development and evaluation of ideas study of practices in industrial and commercial settings production techniques communication safe working practices selection and use of resources

Project evaluation

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

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

Particular Course Requirements:

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

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

DRAMA

Status: 2 Unit Board Developed

Perquisites: Nil

Exclusions:

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

Course Description:

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

Year 11: students explore 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.

Year 12: students study 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 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.

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> - Improvisation, Play building and Acting - Elements of Production in Performance - Theatrical Traditions and Performance Styles 	<ul style="list-style-type: none"> - Australian Drama and Theatre (Core content) - Studies in Drama and Theatre - Group Performance (Core content) - Individual Project

Particular Course Requirements:

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

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

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

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

EARTH AND ENVIRONMENTAL SCIENCE

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

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

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

MAIN TOPICS COVERED

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

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

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one of more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

ECONOMICS

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

Course Description: Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact 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 a contemporary Australian economic context.

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> - Introduction to Economics: the nature of economics and the operation of an economy - Consumers and Business: the role of consumers and business in the economy - Markets: the role of markets, demand, supply and competition - Labour Markets: the workforce and role of labour in the economy - Financial Markets: the financial market in Australia including the share market - Government in the Economy: the role of government in the Australian economy. 	<ul style="list-style-type: none"> - The Global Economy: Features of the global economy and globalization - Australia's Place in the Global Economy: Australia's trade and finance, exchange rates, free trade and protection - Economic Issues: issues including economic growth, unemployment, inflation, distribution of income, external stability, and environmental sustainability. - Economic Policies and Management: the range of policies to manage the economy.

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

ENGLISH (ADVANCED)

Status: 2 Unit Board Developed

Prerequisites: Nil

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

Course Description: In the Year 11 English (Advanced) course, students critically explore, examine, and analyse a range of complex texts, including prose fiction, drama, poetry, nonfiction, film, media, and multimedia, as well as Australian texts. They engage with the ways ideas, experiences, and values are constructed through textual form, and how these reflect or challenge different perspectives. In the Year 12 English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. This course is designed for students who are confident readers and writers, and who enjoy working with texts that are conceptually challenging and rich in literary merit. Students study at least four types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or poetry; nonfiction or media or film; and a wide range of additional related texts and textual forms.

MAIN TOPICS COVERED

YEAR 11 COURSE

The course has three focus areas:

- Reading to write: Transition to English Advanced
- Narratives that shape our world
- **Critical** study of literature

YEAR 12 COURSE

The course has four focus areas:

- Texts and Human Experiences
- Textual Conversations
- Critical Study of Literature
- The Craft of Writing

Particular Course Requirements in the Year 11 English (Advanced) Course means students need to study:

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

Particular Course Requirements in the Year 12 English (Advanced) Course requires the close study of:

- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; poetry, drama OR film OR media OR nonfiction. At least ONE of the texts selected must be authored by Shakespeare.

ENGLISH (STANDARD)

Status: 2 Unit Board Developed

Prerequisites: Nil

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

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

MAIN TOPICS COVERED

YEAR 11 COURSE

The course has three focus areas:

- Reading to write: Transition to English Standard
- Contemporary Possibilities
- **Close Study of Literature**

YEAR 12 COURSE

The course has four focus areas:

- Texts and Human Experiences
- Language, Identity and Culture
- Close Study of Literature
- The Craft of Writing

Particular Course Requirements in the Year 11 English (Standard) Course means students need to 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

Particular Course Requirements in the Year 12 English (Standard) Course:

Students are required to closely study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry, drama OR film OR media OR nonfiction.

ENGLISH STUDIES

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

Prerequisites: Nil, no external HSC exam

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

Course Description: In the English Studies course, students explore the ideas, values, language forms, features, and structures of texts in a range of personal, social, cultural, and workplace contexts. They respond to and compose texts to extend their experiences and understanding, access and assess information, and synthesise knowledge for a variety of practical and real-world purposes. The course focuses on functional literacy and communication, equipping students with skills essential for employment, active citizenship, and everyday life. In this course, students consolidate their English literacy skills to enhance their personal, social, educational, and vocational lives.

MAIN TOPICS COVERED

YEAR 11 COURSE

The course has three focus areas:

- Reading to write: Transition to English Studies
- An additional 2–3 elective focus areas

YEAR 12 COURSE

The course has four focus areas:

- Narrative and Human Experiences
- Writing for a purpose
- An additional 2 elective focus areas

Particular Course Requirements in the Year 11 English (Studies) Course means students need to experience of the following:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- Students are required to study ONE substantial multimodal text, which could be film or media.
- Students are required to study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.

Particular Course Requirements in the Year 12 English (Standard) Course:

- Students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories:
 - print text, which could be prose fiction, nonfiction, poetry or drama, multimodal text, which could be film or media.
 - For Narrative and human experiences, students are required to study:
 - ONE text from the prescribed text list.
 - For Writing for purpose, students are required to study:
 - At least FOUR short texts from the prescribed text list

ENGLISH EXTENSION I

Status: 2 Unit Board Developed

Prerequisites: Nil

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

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

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> The course has one mandatory focus area: <i>Texts, Culture and Value</i> as well as a related research project. 	<p>The course has one focus area, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from ONE of the five electives offered for study:</p> <ul style="list-style-type: none"> Elective 1: Confessional worlds Elective 2: Historical worlds Elective 3: Hybrid worlds Elective 4: Natural worlds Elective 5: Shakespearean worlds

Particular Course Requirements:

Year 11 English (Extension) Course students are required to:

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

Year 12 English Extension 1 Course students required to:

- study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry.
- also required to study ONE related text for the elective.

ENTERPRISE COMPUTING

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

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

MAIN TOPICS COVERED

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

Particular Course Requirements:

Year 11 <ul style="list-style-type: none"> - Knowledge and understanding of course content 50% - Knowledge and skills in the practical application of the content 50% 	Year 12 <ul style="list-style-type: none"> - Knowledge and understanding of course content 50% - Knowledge and skills in the practical application of the content 50%
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FOOD TECHNOLOGY

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

Course Description: The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

MAIN TOPICS COVERED

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

Particular Course Requirements: There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

GEOGRAPHY

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

Course Description:

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

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

MAIN TOPICS COVERED

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

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

HEALTH & HUMAN MOVEMENT SCIENCE

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

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

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

MAIN TOPICS COVERED

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

Particular Course Requirements:

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

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

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

INDUSTRIAL TECHNOLOGY - GRAPHICS

Status: 2 Unit Board Developed

Prerequisites: Nil

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

Course Description: Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

MAIN TOPICS COVERED

YEAR 11 COURSE

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

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

YEAR 12 COURSE

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

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

Particular Course Requirements: In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 course, students design, develop and construct a Major Project with a management folio.

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

Status: 2 Unit Board Developed

Prerequisites: Nil

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

Course Description: Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

MAIN TOPICS COVERED

YEAR 11 COURSE

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

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

YEAR 12 COURSE

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

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

Particular Course Requirements: In the Year 11 course, students must design, develop and construct a pre designed project. Each project will include a management folio. This project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 course, students' design, develop and construct a Major Project with a management folio.

INVESTIGATING SCIENCE

Status: 2 Unit Board Developed

Perquisites: Nil

Exclusions: Nil

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

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

MAIN TOPICS COVERED

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

Particular Course Requirements: The Investigating Science course has a strong focus on scientific methodology and literacy with students that demonstrate an aptitude for scientific writing at an advantage. Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allow for the further development of one of more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

ITALIAN BEGINNERS

Status: 2 Unit Board Developed

Prerequisites: Nil

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

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

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

MAIN TOPICS COVERED

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

Particular Course Requirements:

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

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

ITALIAN CONTINUERS

Status: 2 Unit Board Developed

Prerequisites: Stage 5 Italian

Exclusions: Italian Beginners

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

MAIN TOPICS COVERED

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

Particular Course Requirements:

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

Objective 1 – exchange information, opinions and experiences in Italian

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

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

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

LEGAL STUDIES

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

Course Description: The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> Part I: The Legal System (40% of course time) Part II: The Individual and the Law (30% of course time) Part III: The Law in Practice (30% of course time) The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. 	<ul style="list-style-type: none"> Core Part I: Crime (30% of course time) Core Part II: Human Rights (20% of course time) Part III: Two options (50% of course time) chosen from: Consumers; Global environment and protection; Family; Indigenous peoples; Shelter Workplace; World order. Each topic's themes and challenges should be integrated into the study of the topic.

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

MATHEMATICS STANDARD 1 (HSC year only)

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

Prerequisites: Year 11 Mathematics Standard. No external HSC exam.

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

Course Description:

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

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

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

Through the study of Mathematics Standard 1, students:

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

MAIN TOPICS COVERED

YEAR 11 COURSE

Area of study	Focus area
Algebra	Formulas and equations Linear relationships
Financial mathematics	Earning money Managing money
Measurement	Applications of measurement Time and location
Networks	Networks, paths and trees
Statistics	Data analysis

YEAR 12 COURSE

Area of study	Focus area
Algebra	Algebraic relationships
Financial mathematics	Investment Depreciation and loans
Measurement	Right angled triangles Ratio and rates
Statistics	Bivariate data analysis Relative frequency and probability

Particular Course Requirements:

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

MATHEMATICS STANDARD 2

Status: 2 Unit Board Developed

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

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

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

- Equations C
- Trigonometry C
- Volume B

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

Course Description:

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

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

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

Through the study of Mathematics Standard 2, students:

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

MAIN TOPICS COVERED

YEAR 11 COURSE

Area of study	Focus area
Algebra	Formulas and equations Linear relationships
Financial mathematics	Earning money Managing money
Measurement	Applications of measurement Time and location
Networks	Networks, paths and trees
Statistics	Data analysis

YEAR 12 COURSE

Area of study	Focus area
Algebra	Algebraic relationships
Financial mathematics	Investment and loans Annuities
Measurement	Trigonometry Ratio and rates
Networks	Network flow Critical path analysis
Statistics	Bivariate data analysis Relative frequency and probability The normal distribution

Particular Course Requirements:

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

MATHEMATICS ADVANCED

Status: 2 Unit Board Developed

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

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

Exclusions: Mathematics Standard

Course Description:

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

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

All students studying the Mathematics Advanced course will sit for an HSC examination.

- Through the study of Mathematics Advanced 11–12, students:
- develop knowledge, understanding and skills in Working mathematically and communicating concisely and precisely
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling
- gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.

MAIN TOPICS COVERED

YEAR 11 COURSE

Area of study	Focus area
Functions	Working with functions Graph transformations
Trigonometric functions	Trigonometry and measure of angles Trigonometric identities and equations
Calculus	Introduction to differentiation
Exponential and logarithmic functions	Exponential and logarithmic functions
Statistical analysis	Probability and data

YEAR 12 COURSE

Area of study	Focus area
Functions	Further graph transformations and modelling
Sequences and series	Sequences and series
Calculus	Differential calculus Integral calculus Applications of calculus
Statistical analysis	Random variables
Financial mathematics	Financial mathematics

Particular Course Requirements:

The course is calculus based. Students must have effective algebraic manipulation skills and exceptional mathematical knowledge.

MATHEMATICS EXTENSION 1

Status: 1 Unit Board Developed

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

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

Exclusions: Mathematics Standard

Course Description:

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

Through the study of Mathematics Extension 1, students:

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

MAIN TOPICS COVERED

YEAR 11 COURSE

Area of study	Focus area
Functions	Further work with functions Polynomials
Trigonometric functions	Further trigonometry
Combinatorics	Permutations and combinations The binomial theorem

YEAR 12 COURSE

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

Particular Course Requirements:

The course is calculus based. Students must have effective algebraic manipulation skills and exceptional mathematical knowledge.

MODERN HISTORY

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Nil

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

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

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> - Investigating Modern History - The Nature of Modern History - Case Studies - Historical Investigation - The Shaping of the Modern World 	<ul style="list-style-type: none"> - Core Study: Power and Authority in the Modern World 1919 –1946 - National Studies - Peace and Conflict - Change in the Modern World

Particular Course Requirements:

- In the Year 11 course, students will complete an historical investigation. The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.

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

MUSIC 1

Status: 2 Unit Board Developed

Perquisites: Nil

Exclusions: Music 2

Course Description:

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

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

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> - Music for Small Ensembles - Jazz Music - Music of a Culture 	<ul style="list-style-type: none"> - Music for TV, Film, Radio and Multimedia - An Instrument and its Repertoire - Own Topic Choice

Particular Course Requirements:

For the Year 12 course

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

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

PHYSICS

Status: 2 Unit Board Developed

Perquisites: Nil

Exclusions: Nil

Course Description: The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
<ul style="list-style-type: none"> - Working Scientifically Skills Core Modules: <ul style="list-style-type: none"> - Kinematics - Dynamics - Waves and Thermodynamics - Electricity and Magnetism 	<ul style="list-style-type: none"> - Working Scientifically Skills Core Modules: <ul style="list-style-type: none"> - Advanced Mechanics - Electromagnetism - The Nature of Light - From the Universe to the Atom

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

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one of more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

STUDIES OF RELIGION I

Status: 1 Unit Board Developed

Prerequisites: Nil

Exclusions: Studies of Religion II, Studies in Catholic Thought

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

MAIN TOPICS COVERED

YEAR 11 COURSE	YEAR 12 COURSE
Year 11 Course <ul style="list-style-type: none"> - <i>Nature of Religion and Beliefs</i> - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. - <i>Two Religious Traditions Studies from:</i> Buddhism, Christianity, Hinduism, Islam, Judaism. - Origins - Principal beliefs - Sacred texts and writings - Core ethical teachings - Personal devotion/expression of faith/observance. 	Year 12 Course <ul style="list-style-type: none"> - 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. - <i>Two Religious Tradition Depth Studies from:</i> Buddhism, Christianity, Hinduism, Islam, Judaism - 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.
Particular Course Requirements:	

STUDIES OF RELIGION II

Status: 2 Unit Board Developed

Prerequisites: Nil

Exclusions: Studies of Religion I, Studies in Catholic Thought

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

MAIN TOPICS COVERED

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

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

VISUAL ARTS

Status: 2 Unit Board Developed

Perquisites: Nil

Exclusions:

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

Course Description:

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

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

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

MAIN TOPICS COVERED

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

Particular Course Requirements:

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

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

PART C

VOCATIONAL EDUCATION & TRAINING (VET)

BOARD DEVELOPED COURSES

This course is for students who wish to gain introductory knowledge and skills required to work towards a career in the automotive industry. This qualification covers the content required to perform a range of tasks related to inspecting and performing minor repairs on mechanical and electrical components and systems of cars.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

AUTOMOTIVE

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the Automotive Industry Retail, Service and Repair Training Package (AUR). Depending on the achievement of units of competency, the possible qualification outcome (for the 240hr course) is a **Certificate II in Automotive Vocational Preparation (AUR20720)**. Students may be able to undertake the Specialisation Study (another 120hr) to contribute towards the possible qualification outcome of the Certificate II in Automotive Servicing Technology (AUR20520). The qualifications are nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for careers that include occupations such as an automotive trades assistant, vehicle service assistant or automotive service person. Further training at Certificate III level allows a student to specialise in aspects of the automotive industry such as electrical, diesel, engines, manufacturing, sales, administration, etc. Certificate IV progression includes a possible career outcome as an automotive technician while a Diploma in Automotive Technology is for those wanting to be a design technician. University progression may include a Bachelor of Engineering (Mechanical) or a Bachelor of Engineering (Automotive).

HSC Details

* School Based Apprenticeship / Traineeship

Course	120 hr 2 units x 1 year or 240 hour: 2 units x 2 years
Additional possibility	2 unit Specialisation Study: HSC Year for *SBAT
Course Type	Curriculum Framework
ATAR	If student completes 240 hr course and sits for optional HSC Exam.

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CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded a Certificate II in Automotive Vocational Preparation competency must be achieved in seven (7) core units of competency and five (5) elective units of competency. The NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. Below is a table showing the range of competencies available to be delivered during this course.

Competencies:

CORE UNITS

AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURTTA003	Use and maintain basic mechanical measuring devices
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURLTA101	Identify automotive mechanical systems and components
AURTTE104	Inspect and service engines

ELECTIVE UNITS

AURAF104	Resolve routine problems in an automotive workplace
AURETK001	Identify, select and use low voltage electrical test equipment
AURETR103	Identify automotive electrical systems and components
AURETR006	Solder electrical wiring and circuits
AURETR115	Inspect, test and service batteries
AURTTA127	Carry out basic vehicle servicing operations
AURTTT001	Inspect and service cooling systems
AURTTJ003	Remove and replace wheel and tyre assemblies



St Joseph
TRADES SKILLS CENTRE

This course is for students who wish to gain the knowledge and skills required to work towards a career in a business environment. It provides students with the opportunity to perform a range of routine tasks used in an office. Students will be able to gain skills in working effectively including learning how to deliver a service to customers, handle mail, communication with colleagues, using information technology (IT) as an effective tool and processing financial transactions.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

BUSINESS SERVICES

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the National Business Services Training Package (BSB). Depending on the achievement of units of competencies, the possible qualification outcome is a **Certificate III in Business (BSB30120)**. The qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for careers that include an administrative assistant, clerical worker, data entry operator, information desk clerk, office junior or receptionist.

Further Training Pathways can include possible careers that include payroll clerk, accounts clerk or administration assistant. A Certificate IV in Business can lead to being a team leader, accounts supervisor or an entry level manager. Someone with a Diploma in Business may attain jobs such as office managers, business managers, executive assistants and customer service managers.

University related progression may include a Bachelor of Business or a Bachelor of Business Administration.

HSC Details

Course	240 hour: 2 units x 2 years
Course Type	Curriculum Framework
ATAR	If student completes 240 hr course and sits for optional HSC Exam.
Work Placement	70 hours over 2 years for 240 hour course

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CERTIFICATE III IN BUSINESS

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate III in Business Services competency must be achieved in twelve (13) units of competency. This consists of six (6) core units of competency and seven (7) elective units of competency. As well as this, the NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. The following table shows the most likely combination of competencies to be delivered during the course.

Competencies:

CORE UNITS

BSBWHS311	Assist with maintaining workplace safety
BSBPEF201	Support personal wellbeing in the workplace
BSBTWK301	Use inclusive work practices
BSBSUS211	Participate in sustainable work practices
BSBXCM301	Engage in workplace communication
BSBCRT311	Apply critical thinking skills in a team environment

ELECTIVE UNITS

BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC301	Design and produce business documents
BSBTEC201	Use business software applications
BSBINS302	Organise workplace information
BSBPEF301	Organise personal work priorities
BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers
BSBOPS201	Work effectively in business environments

This course is for students who wish to gain the knowledge and skills required to work towards a career in the construction industry. It provides students with the opportunity to perform a range of general construction skills in the building industry.

Students will be able to gain skills in carpentry, bricklaying and concreting. Students complete the construction induction course (White Card) for Work, Health and Safety on a construction site. Other topics include planning, communicating, using tools, equipment and machinery, interpreting plans and work preparation.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

CONSTRUCTION

Authentic Vocational Learning
 - Recognised Pathways



Qualifications: This course is based on the National Construction, Plumbing & Services Training Package (CPC08). Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Construction Pathways (CPC20220)**. These units can also contribute towards a Certificate III in Carpentry (CPC30220) or a Certificate III in Joinery (CPC31920). The qualifications are nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for careers that include carpenters, joiners, roof tillers, plasterers, bricklayers, painters and decorators and floor finishers.

Further Training Pathways can include the Certificate III in Carpentry (CPC30220). There is also the opportunity to gain a Certificate IV in Building & Construction (CPC40120) to enjoy possible careers such as a construction manager, administrator or estimator, a site supervisor or a self-employed builder. A Diploma of Building & Construction (CPC50220) can lead to being a project manager or WH&S manager.

University related progression may include a Bachelor of Construction Management.

HSC Details

Course	120 hour: 2 units x 1 year 240 hour: 2 units x 2 years
Additional possibility	SBAT Students - additional 120 hrs
Course Type	Curriculum Framework
ATAR	If student completes 240 hr course and sits for optional HSC Exam
Work Placement	35 hours for 120 hour course 70 hours over 2 years for 240 hour course

CERTIFICATE II IN CONSTRUCTION PATHWAYS

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate II in Construction Pathways, competency must be achieved in thirteen (13) units of competency. This consists of seven (7) core units of competency and five (5) elective units of competency and the mandatory white unit (1). The NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. Also, under National Health and Safety laws, any person doing construction work in Australia must have successfully completed a general WHS Construction Induction Course (CIC Card) often known as a White Card before they start work in any construction industry. Below is a table showing the most likely combination of competencies to be delivered during this course.

Competencies:

CPCCWHS1001 Prepare to work safely in the construction industry (White Card)

CORE UNITS

CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

CPCCOM1013 Plan and organise work

CPCCCA2002 Use carpentry tools and equipment

CPCCOM1015 Carry out measurements and calculations

CPCCOM1012 Work effectively and sustainably in the construction industry

CPCCOM2001 Read and interpret plans and specifications

CPCCCM2005 Use construction tools and equipment

ELECTIVE UNITS

CPCCCA2011 Handle carpentry materials

CPCCCM1011 Undertake basic estimation and costing

CPCCOM1014 Conduct workplace communication

CPCCCM2004 Handle construction materials

CPCCVE1011 Undertake a basic construction project

This course is for students who wish to gain the knowledge and skills required to work towards a career in the electrotechnology industry. It provides students with foundation safety, skills and knowledge while working with electrical equipment. Students will be able to gain skills in occupational work safety, dismantling, assembly and fabrication of electrotechnology components, solving problems with low voltage circuits, fixing and securing equipment, tools used and procedures for carrying out routine work activities.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

ELECTROTECHNOLOGY

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the National Electrotechnology Training Package (UEE11). Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Electrotechnology - Career Start (UEE22020)**. These units can also contribute towards a Certificate III in Electrotechnology - Electrician (UEE30820). The qualifications are nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for careers that include becoming an electrician, data communication worker, computer servicing/assembly worker, electronics repairer, antennae installer, renewable energy servicer, refrigeration and air-conditioning affixer, electrical wholesaler, lineworker assistant and utilities worker.

Further Training Pathways can include the Certificate III in Electrotechnology to be an electrical technician, electrical fitter, electrical mechanic or instruments electrical tradesperson. An Electrician with a Certificate IV is a special class electrician. Someone with a Diploma in Electrical Engineering can be an engineering officer or an engineering technologist.

University related progression may include a Bachelor of Electrical Engineering, Bachelor of Electrical Power Engineering, or Bachelor of Electronic Engineering.

HSC Details

Course	120 hour: 2 units x 1 year 240 hour: 2 units x 2 years
Additional possibility	School Based Traineeship
Course Type	Curriculum Framework
ATAR	If student completes 240 hr course and sits for optional HSC Exam
Work Placement	35 hours for 120 hour course 70 hours over 2 years for 240 hour course

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TRADES SKILLS CENTRE

CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START)

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate II in Electrotechnology (Career Start) competency must be achieved in core and elective units of competency. The NSW Education Standards Authority requires unit of competency total at least 240 hours for the 2 unit course. Below is a table showing the most likely combination of competencies to be delivered during this course.

Under National Health and Safety laws, any person doing construction work in Australia must have successfully completed a general WHS Construction Induction Course (CIC Card) often known as a White Card before they start work in any construction industry.

Competencies:

CORE UNITS

CPCCWHS1001	Prepare to work safely in the construction industry (White Card)
UEECD0007	Apply work Health and Safety regulations, codes and practices in the workplace
UEECD0046	Solve problems in single path circuits
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEERE0087	Provide basic sustainable energy solutions for energy reduction in residential premises

ELECTIVE UNITS

HLTAID001	Provide cardiopulmonary resuscitation
UEECD0020	Fix and secure electrotechnology equipment
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0051	Use drawings, diagrams, schedules, standards, codes and specifications
UEEAS0001	Repairs basic electronic apparatus faults by replacement of components

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This course is for students who wish to gain the knowledge and skills required to work towards a career in the events industry. It provides students with the opportunity to perform a range of routine tasks used in the tourism and travel, hospitality, sport, cultural and community sectors. These may be event management companies, event venues, or organisations which organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

TOURISM, TRAVEL AND EVENTS

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the Tourism, Hospitality and Events Training Package (SIT). Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Events (SIT30522)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: Conference and event organisers plan and design all kinds of events, from exhibitions and business conferences to weddings and celebratory functions. They work for hotels, function centres, catering businesses and increasingly also for wineries. They are responsible for every detail of a function, conference or other event, from finding and booking the venue and getting quotes for appropriate external services, to organising the order and presentation of the formal proceedings, to the small details like decorations and ensuring all participant's dietary needs are catered. Event organisers need to be confident, creative, innovative, have an eye for detail, ability to keep to deadlines, great communicators and have good organisational skills.

Further Training Pathways can include the Diploma or Advanced Diploma of Event Management, a Bachelor of Event Management or a Bachelor of Business (Event Management). These higher levels of training prepare people to manage larger teams of people in overseeing more complex events.

HSC Details

Course	120 hour: 2 units x 1 year 240 hour: 2 units x 2 years
Course Type	Curriculum Framework
ATAR	If student completes 240 hr course and sits for optional HSC Exam.
Work Placement	70 hours over 2 years for 240 hour course

CERTIFICATE III IN EVENTS

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate III in Events competency must be achieved in thirteen (13) units of competency. This consists of six (6) core units of competency and seven (7) elective units of competency. As well as this, the NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. The following table shows the most likely combination of competencies to be delivered during the course.

Competencies:

CORE UNITS

- SITXWHS005 Participate in safe work practices
- SITEEVT020 Source and use information on the events industry
- SITEEVT022 Provide event production support
- SITXCCS014 Provide services to customers
- SITXCOM007 Show social and cultural sensitivity
- BSBTWK201 Work effectively with others

ELECTIVE UNITS

- SITTTVL003 Provide advice on Australian destinations
- SITXCOM009 Address protocol requirements
- BSBTEC201 Use business software applications
- SITEEVT023 Plan in-house events
- BSBTEC303 Create electronic presentations
- BSBSUS211 Participate in sustainable work practices
- SITEEVT021 Administer event registrations
- BSBTEC203 Research using the internet

This course is for students who wish to gain the knowledge and skills required to work towards a career in a commercial kitchen. It provides students with the opportunity to perform a range of defined tasks used in food preparation and cookery. Students will be able to gain skills in working effectively in a restaurant, hotel, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools. It includes learning how to prepare food under direct supervision and includes repetitive and routine tasks.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

HOSPITALITY

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the National Tourism, Travel and Hospitality Training Package (SIT). Depending on the achievement of units of competencies, the possible qualification outcome is a **Certificate II in Cookery (SIT20421)**. These units can also contribute towards a Certificate III in Commercial Cookery (SIT30821), Certificate III in Hospitality (SIT30622) or Certificate III in Catering Operations (SIT30921). The qualifications are nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for careers that include breakfast cook, catering assistant, fast food cook, sandwich hand or take-away cook.

Further Training Pathways can include the Certificate III to be a qualified cook or Certificate IV in Commercial Cookery to be a chef. A Diploma in Hospitality leads to careers such as kitchen, restaurant or catering managers. Some people at this level open their own cafe or restaurant.

University related progression may include a Bachelor of Food and Nutrition or a Bachelor of Hospitality Management.

HSC Details

* School Based Apprenticeship / Traineeship

Course	120 hour: 2 units x 1 year 240 hour: 2 units x 2 years
Additional possibility	120 hour 2 units x 1 year - HSC Year for *SBAT
Course Type	Curriculum Framework
ATAR	If student completes 240 hr course and sits for optional HSC Exam
Work Placement	35 hours for 120 hour course 70 hours over 2 years for 240 hour course

CERTIFICATE II IN COOKERY

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate II in Cookery competency must be achieved in thirteen (13) units of competency. This consists of seven(7) core unit of competency and six (6) elective units of competency. As well as this, the NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. The following table shows the most likely combination of competencies to be delivered during the course

Competencies:

CORE UNITS

SITHCCC034	Work effectively in a commercial kitchen
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHKOP009	Clean kitchen premises and equipment
SITXFSA005	Use hygienic practices for food safety
SITXINV006	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices

ELECTIVE UNITS

SITXFSA006	Participate in safe food handling practices
SITHCCC025	Prepare and present sandwiches
SITHCCC024	Prepare and present simple dishes
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITHCCC026	Package prepared foodstuffs

This course is for students who wish to gain the knowledge and skills required to work towards a career in the Community Services and Health industry. The qualification covers a range of work roles that provide assistance to health professional staff with care of clients. It involves learning about the human body and the health care industry and being in direct contact (under supervision) with clients.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

HUMAN SERVICES

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the HLT Health Training Package (Release 3.1). Depending on the achievement of units of competency, the possible qualification outcome for the 2 unit course in Yr 11 and 4 units in Yr 12 is a **Certificate III in Individual Support -Ageing (CHC33021)**. The qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for careers that include occupations such as nursing assistant, nursing support worker, client service attendant, client support assistance, client care assistance.

Further training pathways can include a Certificate IV / Diploma in Ageing Support or a Diploma in Nursing (Enrolled division 2 Nursing). University progression may include a Bachelor of Nursing.

HSC Details

Course	360 hour: 3 units x 2 years
Course Type	Curriculum Framework
ATAR	If student completes 240 hr course and sits for optional HSC Exam.
Work Placement	120 hours over 2 years for 360 hour course

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CERTIFICATE III IN INDIVIDUAL SUPPORT

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded a Certificate III in Individual Support competency must be achieved in fifteen (15) units of competency. This consists of nine (9) core units and six (6) elective units of competency. The NSW Education Standards Authority requires unit of competency to total at least 360 hours. Below is a table showing competencies that may be delivered during the course.

Competencies:

CORE UNITS

HLTWHS002	Follow safe work practices for direct client care
CHCCCS041	Recognise healthy body systems
CHCDIV001	Work with diverse people
CHCCOM005	Communicate and work in health or community services
CHCCCS040	Support independence and wellbeing
CHCCCS038	Facilitate the empowerment of people receiving support
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCCCS031	Provide individualised support
CHCLEG001	Work legally and ethically

ELECTIVE UNITS

CHCPAL003	Deliver care services using a palliative approach
CHCAGE011	Provide support to people living with dementia
CHCAGE013	Work effectively in aged care
CHCGRP001	Support group activities
CHCAGE007	Recognise and report risk of falls
HLTAID003	Provide first aid

This course is for students who wish to gain the knowledge and skills required to work towards a career in the Information and Communication Technology industry. It provides students with the opportunity to perform a range of introductory tasks used in this industry. Employment could be possible in a large range of private and public sectors. Work could be undertaken in an office environment or on-site where trouble shooting or ICT assistance is required.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

INFORMATION & DIGITAL TECHNOLOGY

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the Information and Communication Training Package (ICT). Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Information Technology (ICT30120)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: IT support technicians may perform the following tasks; identify the hardware and software required to provide solutions to problems, assist with the customisation and adaptation of existing programmes to meet users needs, support to customers, download and instal appropriate software, connect users networks and provide initial training in facilities and applications, talk with vendors and programmers, provide information relating to customers purchasing decisions, personal tuition and self help instructions, housekeeping and reporting functions for the areas of responsibility.

Personal attributes should include a strong client focus and general desire to assist, persistence, analytical skills, good communication skills, ability to work as part of a team, patience, aptitude for technical activities are all important

Further Training Pathways can include the Diploma or Advanced Diploma of Information Technology or a Bachelor of Information Technology. This is for people who want to refine specialist technical skills to be advanced with system analysis and who are capable of pursuing an information systems manager role.

HSC Details

Course	120 hour: 2 units x 1 year 240 hour: 2 units x 2 years
Course Type	Category B - Curriculum Framework
ATAR	If the student completes the 240 hr course and sits for the optional HSC Exam.
Work Placement	70 hours over 2 years for 240 hour course

CERTIFICATE III IN INFORMATION TECHNOLOGY

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate III in Information Technology competency must be achieved in twelve (12) units of competency. This consists of six (6) core units of competency and six (6) elective units of competency. As well as this, the NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. The following table shows the most likely combination of competencies to be delivered during the course.

Competencies:

CORE UNITS

BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients

ELECTIVE UNITS

ICTICT214	Operate application software packages
ICTSAS308	Run standard diagnostic tests
BSBXCS301	Protect own personal online profile from cybersecurity threats
ICTICT309	Create ICT user documentation
CUAANM301	Create 2D animation
BSBWHS311	Assist with maintaining workplace safety
KTWEB304	Build simple web pages

This course is for students who wish to gain the knowledge and skills required to be competent in a range of activities and functions requiring basic retail operational knowledge and some practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail outlets. Individuals may work with some autonomy or in a team but usually under supervision.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

RETAIL SERVICES

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the SIR National Retail Services Training Package (Release 2.0). Depending on the achievement of units of competencies, the possible qualification outcome is a **Certificate III in Retail (SIR30216)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for a career as a Sales Assistant. Individuals with this qualification are able to perform roles such as; provide product and service advice in a retail store, sell products and services in a variety of retail settings, work as a checkout operator, check stock and replenish shelves, organise and maintain work areas and displays.

Further training pathways can include a Certificate III in Retail Operations with possible career roles as a team leader, crew leader, shift manager, merchandise coordinator or senior sales assistant. A Certificate IV or Diploma in Retail Management can lead to being a store manager, merchandise manager, buyer, sales manager or area/regional manager.

University related progression may include a Bachelor of Commerce, Bachelor of Business or Bachelor of Business Administration.

HSC Details

Course	240 hour: 2 units x 2 years
Course Type	Curriculum Framework
ATAR	If student completes 240 hr course and sits for optional HSC Exam.
Work Placement	70 hours over 2 years for 240 hour course



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TRADES SKILLS CENTRE

CERTIFICATE III IN RETAIL SERVICES

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate III in Retail Services competency must be achieved in thirteen (13) units of competency. This consists of eight (8) core units and five (5) elective units of competency. As well as this the NSW Education Standards Authority requires units of competency to total at least 240 hours for the 2 unit course. The following table shows the most likely combination of competencies to be delivered during the course.

Competencies:

CORE UNITS

SIRXWHS002	Contribute to workplace health and safety
SIRXCEG001	Engage the customer
SIRXIND001	Work effectively in a service environment
SIRXCOM002	Work effectively in a team
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalties
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to the retail customer

ELECTIVE UNITS

SIRXIND002	Organise and maintain the store environment
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock
SIRXSLS002	Follow point-of-sale procedures
SIRRRTF001	Balance and secure point-of-sale terminal

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PART D

2 UNIT BOARD ENDORSED COURSES

This course is for students who wish to gain the knowledge and skills required to work towards a career in the fitness industry. It provides students with the opportunity to experience a range of exercise instruction situations and activities. Students learn how to plan, provide and monitor quality exercise programs with individuals and groups. Other topics include first aid, healthy eating, maintaining equipment and undertaking risk analysis of activities.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

FITNESS

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the SIS National Sport, Fitness & Recreation Training Package (Release 2.0). Depending on the achievement of units of competency, the possible qualification outcome for the 2 unit course is a **Statement of Attainment towards Certificate III in Fitness (SIS30321)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for careers that include occupations as an exercise instructor in a gym with groups or individuals.

Further Training Pathways can include the Certificate IV in Fitness (SIS40221), for those wanting to be a personal trainer or a Diploma of Sport (SIS50321), to be a specialised exercise trainer, catering to individual clients with specific needs. There is also the opportunity to branch out into a variety of sporting areas.

University related progression may include a Bachelor of Applied Fitness or other degrees such as Sports Science, Sports Nutrition, Sports Coaching or Sports Management.

HSC Details

* School Based Apprenticeship / Traineeship

Course	240 hour: 2 units x 2 years
Additional Possibility	60 hours: 1 unit x 1 year - HSC Year
Course Type	Board Endorsed Course
ATAR	No
Work Placement	30 hours for 240 hr course



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TRADES SKILLS CENTRE

CERTIFICATE III IN FITNESS

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate III in Fitness, fifteen (15) units of competency are undertaken. This consists of eleven (11) core units of competency and four (4) elective units of competency. The NSW Education Standards Authority requires units of competency to total at least 300 hours. Below is a table showing the most likely combination of competencies to be delivered during the 240 hour course.

CORE UNITS

HLTWHS001	Participate in workplace health and safety
HLTAID011	Provide first aid
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information

ELECTIVE UNITS

SISFFIT037	Develop and instruct group movement programs for children
SISXFAC006	Maintain activity equipment
SISXFAC002	Maintain sport, fitness and recreation facilities

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This course is for students who wish to gain the knowledge and skills required to work towards a career in the cabinet making industry. Students learn to perform the manufacture of free-standing furniture or built-in cabinets, and provide on-site assistance in the installation of furniture or cabinets involving known routines and procedures and accountability for the quality of outcomes.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

FURNITURE MAKING PATHWAYS

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the MSF Furniture Training package. Depending on the achievement of units of competency, the possible qualification outcome for the 2 unit course is a **Certificate II in Furniture Making Pathways (MSF20521)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for careers that include assistant cabinet maker, assistant installer of built-in cabinets, and production operator within a cabinet making enterprise. Cabinets include free-standing and built-in furniture or fitted cabinets, such as those used in kitchens and bathrooms.

Further Training Pathways can include the Certificate III in Furniture Finishing (MSF30122), for those wanting to be an apprentice or a Certificate IV in Furniture Design and Manufacturing (MSF40222), for those that want to work with clients with specific needs. There is also the opportunity to branch out into a variety of other areas such as glass and glazing, flooring, picture framing, upholstery, blinds, awnings and other interior decorations.

Further related progression may include a Diploma of Furniture Design and Manufacturing (MSF50322) or an Advanced Diploma of Interior design (MSF60122).

HSC Details

Course	240 hour: 2 units x 2 years
Course Type	Board Endorsed Course
ATAR	No
Work Placement	35 hours for 240 hr course

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TRADES SKILLS CENTRE

CERTIFICATE II IN FURNITURE MAKING PATHWAYS

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate II in Furniture Making Pathways, twelve (12) units of competency are undertaken. This consists of five (5) core units of competency and seven (7) elective units of competency. The NSW Education Standards Authority requires units of competency to total at least 240 hours. Below is a table showing the most likely combination of competencies to be delivered during the 240 hour course.

CORE UNITS

CPCCWHS1001	Prepare to work safely in the construction industry (so that work placement can be undertaken).
MSMPCI103	Demonstrate care and apply safe work practices at work
MSFFP2002	Develop a career plan for the furnishing industry
MSMENV272	Participate in environmentally sustainable work practices
MSFFP2001	Undertake a basic furniture making project
MSFGN2001	Make measurements and calculations

ELECTIVE UNITS

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information
MEM16008	Interact with computer technology
MSFFM2013	Use furniture making hand and power tools
MSFFM2014	Select and apply hardware
MSFFM2019	Assemble furnishing products
MSFFP2011	Use timber furnishing construction techniques

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This course is for students who wish to gain the knowledge and skills required to work towards a career in a range of early childhood education settings. It provides students with the opportunity to perform a range of tasks associated with the well being, learning and development of babies and toddlers. Students will be able to gain skills in workplace health and safety of children, healthy diets, childrens play and learning, culture, identifying children at risk and how to work within legal and ethical frameworks.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

EARLY CHILDHOOD EDUCATION & CARE

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the National CHC Community Services Training Package (Release 3). Depending on the achievement of units of competency, the possible qualification outcome for the 3 unit course is a **Statement of Attainment towards Certificate III in Early Childhood Education and Care (CHC30121)**. Students who undertake an School Based Traineeship (SBT) may undertake the Specialisation Study (another 2 units) to attain the Certificate III in Early Childhood Education and Care (CHC30121). This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for careers that include occupations in an Early Childhood Education Centre. Depending on the setting, educators may work under direct supervision or autonomously.

Further training pathways can include the Diploma of Early Childhood Education and Care (CHC50121). This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum.

University related progression may include a Bachelor of Education (Early Childhood).

HSC Details

Course	240 hour: 2 units x 2 years
Additional possibility	SBT students - additional 240 hours 2 units x 2 years
Course Type	Board Endorsed Course
ATAR	No
Work Placement	35 hours over 2 years

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CERTIFICATE III IN EARLY CHILDHOOD EDUCATION & CARE

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate III in Early Childhood Education and Care, competency must be achieved in seventeen (17) units of competency. This consists of fifteen (15) core units of competency and two (2) elective units of competency. The NSW Education Standards Authority requires units of competency to total at least 480 hours for the 4 unit course. Below is a table showing the most likely combination of competencies to be delivered during this course to achieve 240 hours towards the Cert III in Early Childhood Education and Care.

Competencies:

CORE UNITS

HLTWHS001	Participate in workplace health and safety
CHCECE056	Work effectively in childrens education and care
CHCECE034	Use an approved learning framework to guide practice
CHCECE037	Support children to connect with the natural environment
CHCECE030	Support inclusion and diversity
HLTAID012	Provide first aid in an education and care setting
CHCPRT001	Identify and respond to children and young people at risk
CHCECE054	Encourage understanding of Aboriginal and / or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care

ELECTIVE UNITS

HLTFSE001	Follow basic food safety practices
CHCDIV001	Work with diverse people
CHCECE056	Work effectively in children's education and care

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Trade Training Centres
in Schools Program



Australian
Qualifications
Framework



2024 version

PART D

3 UNIT BOARD ENDORSED COURSES



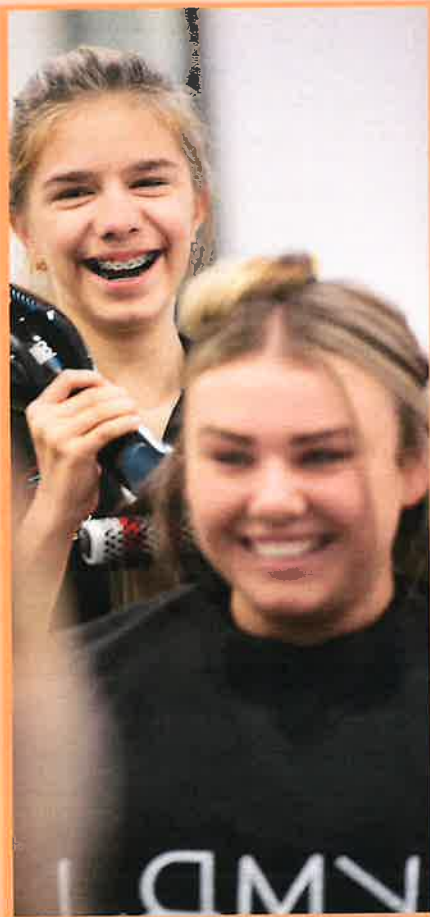
St Joseph
TRADES SKILLS CENTRE

This course is for students who wish to gain the knowledge and skills required to work towards a career in a hairdressing salon. This qualification reflects the role of individuals who work as assistants and are competent in communicating in the workplace, interacting with and providing service to clients and assistance to colleagues. They perform routine functions under direct supervision as part of a hairdressing team.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

HAIRDRESSING

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the National Hairdressing and Beauty Services Training Package (SHB). Depending on the achievement of units of competency, the possible qualification outcome for the 2 unit course is a **Certificate II in Salon Assistant (SHB20216)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for a career in a hairdressing salon, working as a salon assistant.

Further Training pathways can include a Certificate III in Hairdressing (SHB30416) for those training as an apprentice hairdresser.

A Certificate IV (SHB40216) is for those wanting to be a hairdresser, salon supervisor or session stylist and a Diploma of Salon Management (SHB50216) is for those wanting to own or manage a salon.

University related progression for those wishing to operate a chain of Hairdressing salon's may include a Bachelor of Business or Bachelor of Business Administration.

HSC Details

* School Based Apprenticeship / Traineeship

Course	180 hour 3 units x 1 year
Additional possibility	120 hour 2 units x 1 year (HSC year for *SBAT)
Course Type	Board Endorsed Course
ATAR	No
Work Placement	35 hours for 180hr course

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Trade Training Centres
in Schools Programs

An Australian Government Initiative

Australian
Qualifications
Framework

NATIONALLY RECOGNISED
TRAINING



CERTIFICATE II IN SALON ASSISTANT

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate II in Salon Assistance, competency must be achieved in twelve (12) units of competency. This consists of eight (8) core units of competency and four (4) elective units of competency. The NSW Education Standards Authority requires units of competency to total at least 180 hours for the 3 unit x 1 year course. Below is a table showing the most likely combination of competencies to be delivered during this course.

Competencies:

CORE UNITS

BSBWHS201	Contribute to health and safety of self and others
SHHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team

ELECTIVE UNITS

SHHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SHBHDES002	Braid hair
SHBHIND002	Research and use hairdressing industry information

This course is for people who want to work in infants, primary or secondary schools to support the learning of students. Participants will learn how to assist teachers in implementing planned educational programs for students and obtain valuable experience in supporting the development of students' literacy, numeracy, and oral language skills. Participants will also learn how to support responsible student behaviour and students in need of additional learning support. As a teachers assistant the participant is instrumental in supporting schools to meet a variety of student needs.

Information current at time of printing - Training packages & syllabus documents may be subject to change.

SCHOOL BASED EDUCATION SUPPORT

authentic vocational learning
- recognised pathways



Qualifications: This course is based on the CHC Community Services training package. Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in School Based Education Support (CHC30221)**. This qualification is nationally recognised and can lead to further training.

Pathways: Support for teachers in the classroom is an essential and rewarding career. People embarking on this qualification need to be confident, creative, innovative, have an eye for detail, ability to stay focussed, great communicators, have good organisational skills and most importantly have a desire to improve the educational outcomes of young people.

Further Training Pathways can include the Cert IV in School Based Education Support.

Working as a teachers assistant may lead to university progression and a desire to obtain a Bachelor of Education to become a teacher.

HSC Details

Course	360 hour: 3 units x 2 years
Course Type	Board Endorsed Course
ATAR	No
Work Placement	100 hours over 2 years for 360 hour course
School Based Traineeship	1 day per week



Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate III in School Based Education Support competency must be achieved in fifteen (15) units of competency. This consists of ten (10) core units of competency and five (5) elective units of competency. As well as this, the NSW Education Standards Authority requires units of competency to total at least 360 hours for the 3 unit course. The following table shows the most likely combination of competencies to be delivered during the course.

Competencies:

CORE UNITS

CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all development domains
CHCEDS036	Support the development of literacy and oral language skills
CHCEDS037	Support the development of numeracy skills
CHCEDS057	Support students with additional needs in the classroom
CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS060	Work effectively with students and colleagues
CHCEDS061	Support responsible student behaviour

ELECTIVE UNITS

HLTWHS001	Participate in workplace health and safety
CHCEDS041	Set up and sustain learning areas
CHCEDS048	Work with students in need of additional learning support
CHCEDS042	Provide support for e-learning
HLTAID012	Provide First Aid in an education and care setting

PART D

4 UNIT BOARD ENDORSED COURSES

This course is for students who wish to gain the knowledge and skills required to work towards a career in the beauty industry. This qualification reflects the role of individuals who work as beauty therapists or makeup artists and are competent in communicating in the workplace, have a friendly and caring demeanour, a well groomed appearance, an eye for detail and good stamina (standing for long periods).

Information current at time of printing - Training packages & syllabus documents may be subject to change.

BEAUTY SERVICES

Authentic Vocational Learning
- Recognised Pathways



Qualifications: This course is based on the National Hairdressing and Beauty Services Training Package (SHB). Depending on the achievement of units of competency, the possible qualification outcome for the 4 unit course is a **Certificate III in Makeup (SHB30221)**. This qualification is nationally recognised and can lead to further training with other Registered Training Organisations.

Pathways: This course is a commencement opportunity for a career as a make-up artist to design and apply make-up for a range of purposes and occasions across the beauty, fashion, media and entertainment industries.

Further Training pathways can include the Certificate III in Nail Technology (SHB30321).

A Certificate IV (SHB40121) in Beauty Therapy is for those wanting to work independently, a Diploma in Beauty Therapy (SHB50121) is for those wanting to work relatively autonomously, and be accountable for personal outputs.

University related progression for those wishing to operate a beauty salon may include a Bachelor of Business or Bachelor of Business Administration.

HSC Details

Course	240 hour 4 units x 1 year
Course Type	Board Endorsed Course
ATAR	No
Work Placement	35 hours

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St Joseph
TRADES SKILLS CENTRE

CERTIFICATE III IN MAKEUP

Assessment: This course is competency based and student performance is assessed against prescribed industry standards. Students are assessed as either 'competent' or 'not yet competent'. Holistic assessment projects will provide students with a number of opportunities to demonstrate competence, and will include observation in class, practical demonstrations, portfolio development, workplace assessment, tests and other tasks.

Course Requirements: To be awarded the Certificate III in Makeup, competency must be achieved in fifteen (15) units of competency. This consists of eight (8) core units of competency and seven (7) elective units of competency. The NSW Education Standards Authority requires units of competency to total at least 240 hours for the 4 unit x 1 year course. Below is a table showing the most likely combination of competencies to be delivered

Competencies:

CORE UNITS

SHBXWHS003	Apply safe hygiene, health and work practices
SHBXIND003	Comply with organisational requirements within a personal services environment
SHBBRES003	Research and apply beauty industry information
SHBBMUP009	Design and apply makeup
SHBBMUP010	Design and apply makeup for photography
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SHBBMUP013	Design and apply creative makeup
SHBXCCS008	Provide salon services to clients

ELECTIVE UNITS

SHBBMUP011	Design and Apply remedial camouflage make-up
SHBBFAS004	Provide lash and brow services
SHBBCCS005	Advise on beauty products and services
SHBXCCS001	Conduct salon financial transactions
SHBXCCS005	Maintain health and wellbeing in a personal services setting
SHBBINF002	Maintain infection control standards
SHBXCCS009	Greet and prepare clients for salon services

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CONTENT ENDORSED COURSES

CERAMICS

Status: 1 Unit Content Endorsed Course

Perquisites: Nil

Exclusions:

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

Course Description:

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

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

MAIN TOPICS COVERED

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

Particular Course Requirements:

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

EXPLORING EARLY CHILDHOOD (1 UNIT)

Status: 1 Unit Content Endorsed Course (CEC)

Prerequisites: Nil

Exclusions: Exploring Early Childhood (2 Unit)

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

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

MAIN TOPICS COVERED

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

Particular Course Requirements: Nil

EXPLORING EARLY CHILDHOOD (2 UNIT)

Status: 2 Unit Content Endorsed Course (CEC)

Prerequisites: Nil

Exclusions: Exploring Early Childhood (1 Unit)

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

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

MAIN TOPICS COVERED

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

Particular Course Requirements: Nil

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Status: 1 Unit Content Endorsed Course

Perquisites: Nil

Exclusions:

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

Course Description:

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. This is a predominately practical based course with two components: **Making** and **Critical and Historical Investigations**

The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed practice. The course is designed to enable students to gain an increasing skill and independence in their representation of ideas in photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the **making** of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished **critical and historical investigations** of photography and/or video and/or digital imaging.

MAIN TOPICS COVERED

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

Particular Course Requirements:

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

SPORT, LIFESTYLE AND RECREATION STUDIES (1 UNIT)

Status: 1 Unit Content Endorsed Course (CEC)

Prerequisites: Nil

Exclusions:

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

Course Description: Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. Through the course, students will develop:

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

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

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

COURSE STRUCTURE

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

Particular Course Requirements: Nil

SPORT, LIFESTYLE AND RECREATION STUDIES (2 UNIT)

Status: 2 Unit Content Endorsed Course (CEC)

Prerequisites: Nil

Exclusions:

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

Course Description: Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. Through the course, students will develop:

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

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

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

COURSE STRUCTURE

YEAR 11 COURSE

YEAR 12 COURSE

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

Particular Course Requirements: Nil

STUDIES IN CATHOLIC THOUGHT

Status: 1 Unit Content Endorsed Course

Prerequisites: Nil

Exclusions: Studies of Religion I, Studies of Religion II

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

MAIN TOPICS COVERED

YEAR 11 COURSE

The Human Person

Who is a Human Person?

- Students break open the Catholic Church's understanding of what it is to be human through an exploration of Scriptural texts and the work of early philosophers.

The Trinitarian God and Humanity

- Students begin to explore the emerging understanding of the nature of the Trinitarian God and the nature of Jesus as being both human and divine.

The Re-imagining of Creation

- Students begin to explore how the Catholic understanding of the human person has shaped an understanding of the universe, creation, the human relationship with God, self and others, and how this led to early scientific thought.

YEAR 12 COURSE

The Good Life

Virtue, Vice, Salvation

- Students investigate the challenge of evil and suffering in the world. Students consider where God is in both 'the good' and 'the evil'.

The Good Works

- Students engage with the ethical principles that underpin the Catholic tradition and inform the Catholic decision making process, and look to the understanding of the redemptive power of faith in Christ.

The Common Good

- Students explore the understanding of the gospel demands of Christian living, and develop an understanding of the moral life as a part of the life of Catholics.

Particular Course Requirements: Nil

VISUAL DESIGN 1 UNIT

Status: 1 Unit Content Endorsed Course

Perquisites: Nil

Exclusions:

- Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Visual Design (2 Unit)

Course Description:

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

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

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

MAIN TOPICS COVERED

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

Particular Course Requirements:

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

VISUAL DESIGN 2 UNIT

Status: 2 Unit Content Endorsed Course

Perquisites: Nil

Exclusions:

- Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Visual Design (1 Unit)

Course Description:

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

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

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

MAIN TOPICS COVERED

YEAR 11 COURSE

- Student's study TWO units in year 11 and may include units such as
 - o **Street Cred:** Exploration of Graphic Design where we look at Street Art, clothing and object design such as skate boards and how they are marketed. This includes the mandatory Occupational Health and Safety Module.
 - o **Inside/Out:** Interior and exterior architectural design
 - o Other possible modules
 - graphic design
 - wearable design
 - product design
 - interior/exterior design
 - Individual/Collaborative Project

YEAR 12 COURSE

- In Year 12 students FOUR units and may include units relating to modules such as
 - graphic design
 - wearable design
 - product design
 - interior/exterior design
- Individual/Collaborative Project

Exclusions:

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

PART E

VOCATIONAL PATHWAYS AND PACKAGES

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

PACKAGE 1: FOOD

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

- Chef
- Kitchen Hand
- Barista
- Food Service Manager

Suggested Subjects:

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

Total Units	12 Units
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PACKAGE 2: CONSTRUCTION INDUSTRY INCLUDING ELECTRICAL

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

- Carpenter
- Plumber
- Construction Manager
- Builder
- Electrician

Suggested Subjects:

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

Total Units	12 Units
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PACKAGE 3: FITNESS INDUSTRY

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

- Coach
- Gym Assistant
- Aerobics Instructor
- Personal Trainer

Suggested Subjects:

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

Total Units 12 Units

PACKAGE 4: RETAIL

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

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

Suggested Subjects:

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

Total Units 12 Units

PACKAGE 5: OFFICE EMPLOYMENT

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

- Training Officer
- Clerk
- Self Proprietor
- Manager

Suggested Subjects:

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

Total Units 12 Units

PACKAGE 6: CHILDREN'S SERVICES

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

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

Suggested Subjects:

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

Total Units 12 Units

PACKAGE 7: HAIRDRESSING

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

Suggested Subjects:

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

PACKAGE 1: HEALTH SERVICES (ATAR POSSIBLE)

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

Suggested Subjects:

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

Total Units	12 Units
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PACKAGE 1: AUTOMOTIVE

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

Suggested Subjects:

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

Total Units	12 Units
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PART F

SUBJECT SELECTION PROCESSES

SUBJECT SELECTION PROCESS

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

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

1. Engage with the subject information available on the College Website.
2. Complete the online Subject Selection Form through the link emailed to students.
3. Attend a Subject Selection Interview with a member of the College Leadership Team in Week 4 of Term Three.
4. You will be advised via email in Week 1 Term 3 the member of the College Leadership Team who will be conducting the Subject selection Interview. Students and parents will need to book an interview time through Compass – Conferences.
5. As part of the subject selection process, you must bring a hard copy of your subject choices printout.
6. During the Subject Selection Interview with your parents and the College Executive member, your subject choices/pathways will be reviewed to ensure that choices are appropriate and reflect KLA Coordinator recommendations and data such as your grades in recent school reports and any other information the College has on your current progress.
7. Your Subject selection choices will need to be approved by the College Executive member.
8. Year 11 2026 Subject Lines will then be constructed.
9. Students and parents are advised that the viability of all Year 11 courses is subject to student numbers choosing the course to ensure that it can be timetabled and staffed for 2026.
10. Notification of Subjects for Year 11 2026 will be sent to parents/guardians at the beginning of Term 4 2025. This confirmation must be signed by parents/guardians and student and returned to the PC teacher.